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A STUDY OF EDUCATIONAL PUBLICITY IN TEXAS NEWSPAPERS

By

R. E. GARLIN

Professor of Education
Texas Technological College



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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

*To the Memory of his Father
this study is dedicated
by the Author*

FOREWORD

The object of school publicity is to inform the people in matters of education. This is important because public opinion is both the basis and limitation of public education. The public school, in other words, can not progress far in advance of public opinion. In all efforts to improve the schools, it is necessary, therefore, for school officials to concern themselves seriously with the problem of informing the public so that it may keep pace in its thinking with modern educational progress.

In recent years much has been written on the subject of educational publicity. Some of these writings have dealt with the media of publicity, *i. e.*, with the instruments through which school information is disseminated. The newspaper is one of these media. Believing that the public press is the most available, as well as the most valuable, avenue of school publicity, the writer has taken up this particular medium for special investigation in this study.

Students of education constantly aim at improving the various school activities now being carried on. This statement applies also to school publicity. Such efforts at improving the school information service should be mindful of the present status of the activity, for improvement must begin with present practice.

The purpose of this investigation, then, is to survey present-day practices of newspaper school publicity in Texas. It is hoped that the data presented in the following pages, and the conclusions drawn therefrom, may be of help in improving the work of informing the people about their schools.

In presenting this study, the writer wishes to express his indebtedness to Dr. B. F. Pittenger, Professor of Educational Administration and Dean of the School of Education, of The University of Texas, under whose guidance and criticism the work was done. Acknowledgments are also due to many others,—to the late Dr. W. S. Sutton, of The University of Texas, for suggestions in the early stages of the

work; to Professors F. C. Ayer, C. T. Gray, Frederick Eby, and M. S. Handman, all of The University of Texas, for helpful criticisms; and to fellow-students, too numerous to mention, for many valuable suggestions. Lastly, the writer wishes to acknowledge his indebtedness to his wife, Eva Glynn Garlin, for assistance in the tedious work of preparing the tables and graphs.

THE AUTHOR.

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A STUDY OF EDUCATIONAL PUBLICITY IN TEXAS NEWSPAPERS

CHAPTER I

PURPOSES, METHOD, AND SCOPE OF THE STUDY

Purposes of the study.—The first purpose of this study is to ascertain the quantity and nature of school publicity now appearing in Texas newspapers. In this part of the study the writer proposes to indicate the various items of school interest that now receive mention in the newspapers, and to show the relative amount of space given to each item over a certain period of time. He also proposes to show the relative amount of space given by the newspapers to the various levels of school organization, *i. e.*, to universities, high schools, elementary schools, and so forth. This part of the investigation will also make a monthly and seasonal distribution of the amount of space.

A second purpose of the study is to ascertain the part taken by Texas newspapers in getting the findings of the Texas Educational Survey before the public. This, too, will be accomplished by setting forth the relative amount of newspaper space given to the various items of publicity and to the various school levels, and by making a monthly and seasonal distribution of space.

The third, and final, purpose of the study is to draw the inferences and conclusions which the data presented seem to warrant.

Other studies in this field.—The activity of school publicity, although until recently not carried on with much conscious system, has nevertheless received considerable attention from writers on problems of public school administration. There are numerous periodical articles dealing with various phases of the subject of school publicity. Such articles are, however, for the most part, based upon opinion and not upon actual research.

A number of studies of school publicity have been made under the direction of the Bureau of Educational Research

of Ohio State University. Several of these refer to newspaper school publicity.¹ These studies are based partly upon an analysis of school publicity material appearing in the newspapers and partly upon the questionnaire method of collecting information. Two general purposes seem to have been kept in mind in making these investigations: (1) to show the nature of school publicity appearing in the newspaper and (2) to offer busy superintendents a suggestive program for newspaper school publicity. The studies, on the other hand, do not attempt to make a quantitative analysis of present-day newspaper school publicity.

Another investigation² is based upon the opinion of one hundred eleven superintendents and other school officials. This study attempts a rating of sixteen types of school publications, including the newspaper.

Still another study of newspaper school publicity has been made.³ The author of this work attempts to make a quantitative and qualitative analysis of newspaper school publicity. The quantitative element is based upon a reading of twenty-five daily newspapers for a period of three months, covering the newspaper school publicity activities of twenty-five cities for the first three months of the year. The measurement used is chiefly a number count of news articles dealing with local public school matters, a column-inch measurement being made of only six of the newspapers. The investigation presents, furthermore, two questionnaire studies; (1) a study showing the practice and opinion of ninety-eight newspaper editors in cities with respect to

¹The reader is referred to the following:

Stevenson, P. R., "Types of Newspaper Publicity Used by American City Schools." *Educational Research Bulletin*, Ohio State University, Vol. V, No. 4, February 17, 1926, pp. 71-5 and 83-4.

Stevenson, P. R., "A Coöperative Study of School Publicity." *Educational Research Bulletin*, Ohio State University, Vol. III, No. 9, April 30, 1924, pp. 198-200.

Johnson, Edward R., "Suggestive Calendar for Continuous School Publicity." *Educational Research Bulletin*, Ohio State University, Vol. III, No. 14, October 29, 1924, pp. 305-8.

²Neale, Mervin G., *School Reports in American Cities*; Missouri Book Company, Columbia, 1921, pp. 58-60.

³Reynolds, Rollo G., *Newspaper Publicity for the Public Schools*; A. G. Seiler, New York, 1922.

school news, and (2) a study showing the policies, practices, and opinions of two hundred fifty city superintendents relative to school publicity. Moreover, the study makes a ranking of ten news articles based upon the judgment of four hundred three newspaper readers. And, finally, the author suggests a program for school publicity in the daily newspaper.

This last study presents an interesting analysis of the phases of newspaper school publicity mentioned above, but it has some evident limitations. In the first place, the quantitative element of school publicity is based upon a mere sampling of newspapers. The study is based upon a reading of only twenty-five newspapers for only three months of the year, and the data are set forth as being representative of the newspaper school publicity practices of the whole country. This limited basis might vitiate many of the general conclusions. In the next place, a large part of the study is based upon the questionnaire method of collecting data. This method is generally not regarded as the most reliable one to use.

The present study in relation to other studies.—It is in order now to indicate more definitely the scope of the present study in order to show how it differs from the other studies described above. The study recorded in the following pages is confined to a smaller area, and is, consequently, a more intensive study. It shows the space given to the schools, not by certain samples of newspapers only, but by all the newspapers published in the State of Texas. It also sets forth the amount of space given to the schools by a single large daily newspaper. In analyzing the amount of space, the present study makes a more complete use of the column-inch measurement. The investigation also includes the small newspapers, and gives separately the amount of space given by the large and the small papers. The study, furthermore, shows the part taken by the newspapers in getting the findings of the Texas Educational Survey before

the public. It is in this last connection, also, that an attempt is made to indicate the difference between the professional and newspaper points of view in school publicity.

While the last study described above concerned itself chiefly with the total amount of space given by the newspaper to the schools, the present study aims to give a more detailed distribution of the amount of space. It gives a topical, monthly, and seasonal distribution of space, and also shows a distribution of space according to the various school levels and according to the several departments of the newspaper. The period covered by the study, in contrast to that of the last investigation referred to, is long enough, in every case, to show the variation in the amount of newspaper school publicity from season to season.

Method of the study.—The data presented in the next chapter were secured by reading a large daily newspaper. Every column of every issue of this paper was carefully scanned for a whole year and note was taken of every news article, editorial, and advertisement that referred to any phase of school work. The space covered by these news articles, editorials, and advertisements was carefully measured, using the column inch as the unit of measurement; and the materials were classified under the appropriate topics and school levels. For the data in following chapters, the writer subscribed to a newspaper clipping bureau. This brought to him clippings from every newspaper published in the State of Texas. These clippings, too, were read, measured, and classified. A period of seventeen months was covered by this latter phase of the study. This period coincided with the period of greatest activity in survey publicity in Texas; consequently, the articles bearing upon the Survey were singled out in order to ascertain the part taken by the press in getting the findings of the Survey before the public. The details of the method pursued will be described at the appropriate places in the following chapters.

Purposes restated.—To restate the purposes of this study, the first aim is to ascertain the quantity of space now given by the press to the schools, and to make a topical monthly, seasonal, and departmental distribution of this amount of space; the second aim is to ascertain the part taken by the newspapers of Texas in school survey publicity, and the third aim is to draw the conclusions and inferences which the analysis of data seems to warrant.

CHAPTER II

A STUDY OF A SELECTED DAILY NEWSPAPER

Publicity value of the newspaper.—The newspaper is a good medium for transmitting information to the public. Most people read a local paper, for they take an interest in the affairs of their community. The press is the chief means of commercial advertising, since forty per cent of such advertising is done through its columns.¹ Investigation has also shown that the press is a very important medium of school publicity. A study by Neale² has shown that of sixteen types of school publications, the newspaper was ranked first in value and effectiveness by one hundred eleven superintendents and other school officials. The study by Reynolds, referred to in the preceding chapter, confirms the impression that the press is a valuable instrument through which to inform the public about its schools. Stevenson, in one of his investigations,³ states that "the newspaper is the largest and best source of publicity for city schools." Two questionnaire studies⁴ by the writer further attest to the value of the newspaper in school publicity. These were studies of school survey publicity in twenty-one states and forty-eight cities. These investigations showed that the reporters from the states and cities, including state and city superintendents, professors of education, members of survey staffs, county superintendents, and others, usually regarded the press as the most effective medium of publicity. The newspaper, consequently, seems to be a good medium through which to inform the people about matters pertaining to their schools.

¹Starch, Daniel, *Advertising*; Chicago, Scott, Foresman and Company, p. 92.

²*Op. cit.*, pp. 58-60.

³"Types of Newspaper Publicity Used by American City Schools." *Educational Research Bulletin*, Ohio State University, Vol. V, No. 4, February 17, 1926, p. 71.

⁴See *Educational Administration and Supervision*, February, 1927, pp. 109-116; and *School and Society*, August 27, 1927, pp. 277-280.

Selection of a typical large daily paper for detailed study.

—In order to show more definitely the value of the newspaper as a medium of school publicity, this chapter will give a separate and detailed analysis of the school publicity activities of a large daily newspaper in Texas. Although succeeding chapters will continue the study of this phase of school publicity by showing the combined publicity practices of all Texas newspapers, it was thought that an analysis of the publicity activities of a single newspaper would give a better picture, in some respects, of the part the press is taking to make the schools known to the people. In the first place, succeeding chapters, because they present data on all newspapers taken as a whole, give no idea of the complete publicity practices of a typical paper. In the second place, the data presented in following chapters, as will be pointed out more definitely later, are incomplete, and would, for that reason, not give a most accurate picture of present-day newspaper school publicity. In the third place, the analysis of the publicity practices of a typical paper, about to be undertaken, will make a comparison of the three newspaper departments in the matter of distribution of space among them. This the succeeding chapters also omit.

For this analysis *The Dallas Morning News* for the year 1919 was selected. The year 1919 was selected because during that year nothing unusual occurred in the educational field of Texas to lead to an unusual amount of school publicity. The school publicity activities of that year, then, should be fairly representative of other years. Every page of every issue of the paper for that year was scanned carefully, and note was taken of every news article, editorial, and advertisement relating to schools appearing on those pages. The results of this study appear in Tables I, II, and III.⁵

Explanation of terms.—It will at once be noted that the three possible methods of publicity were employed; namely,

⁵The data presented in this chapter were summarized in *American School Board Journal*, December, 1921, pp. 41-2. They are reproduced here in a reorganized form.

the news columns, regular advertisements, and the editorial columns. In Table I are shown the nature and quantity of publicity accomplished through the news columns. Table II gives similar information for the advertisements, while Table III shows the extent to which the editorial columns were employed.

The amount of space in each case is given in column inches. This unit of measurement calls for a word of explanation. By "column inch" is meant a space of the width of one newspaper column and one inch long; thus an article two columns wide and five inches long would represent ten column inches of space.

TABLE I

Space in Column Inches Given in News Articles to the Various Items by the Dallas News for the Year 1919

| Items of Publicity | College and University | High School | Elementary School | Kindergarten | All Departments | Rural Schools | General and Special | Total |
|--------------------------|------------------------|-------------|-------------------|--------------|-----------------|---------------|---------------------|--------|
| Student activities | 728 | 164 | 77 | 36 | 31 | | 205 | 1,241 |
| Affiliation | | 15½ | | | | | 15½ | 31 |
| State aid | | | | | | 31 | | 31 |
| Alumni | 77 | | | | | | | 77 |
| Education association | | 10½ | | 5 | | | 92½ | 108 |
| Athletics | 2,516½ | 548½ | 15½ | | | | 87 | 3,167½ |
| Attendance | 72 | 20½ | | | 36 | | 31 | 159½ |
| School boards | 46 | | | | 25½ | | 46 | 117½ |
| School bonds | 5 | 5 | 10½ | | 61½ | 5 | 20½ | 107½ |
| Buildings and grounds | 712½ | 195 | 154 | 10½ | 128 | 20½ | 82 | 1,302½ |
| School census | | | | | 10½ | 5 | 5 | 20½ |
| Classes | 5 | | | | 5 | | 15½ | 25½ |
| Consolidation of schools | | | 5 | | 5 | 5 | 31 | 46 |
| Holidays and vacations | 5 | 5 | | | 10½ | | | 20½ |
| School honors | 169 | 5 | | | 5 | 10½ | 15½ | 205 |

TABLE I—(Continued)

Space in Column Inches Given in News Articles to the Various Items by the Dallas News for the Year 1919

| Items of Publicity | College and University | High School | Elementary School | Kindergarten | All Departments | Rural Schools | General and Special | Total |
|------------------------|------------------------|-------------|-------------------|--------------|-----------------|---------------|---------------------|---------|
| Health | | | | | 25½ | | 10½ | 36 |
| Institutes | | | | | 15½ | | 51½ | 67 |
| Legislation | 148½ | | | | | 36 | 195 | 379½ |
| School lands | | | | | | | 31 | 31 |
| Ex-service men | 154 | | | | | | | 154 |
| Methods of teaching | 20½ | 5 | 10½ | | 10½ | | 50½ | 97 |
| Courses of instruction | 420½ | 61½ | 20½ | | 45 | | 994½ | 1,542 |
| Enrollment | 77 | | | | 15½ | | 41 | 133½ |
| Equipment | 36 | | 5 | 15½ | 20½ | 15½ | | 92½ |
| Examinations | 15½ | 5 | | | | | 10½ | 31 |
| School finances | 482 | | | | 15½ | | 87 | 584½ |
| Fraternities | 97½ | | | | | | | 97½ |
| Military training | 56½ | 92½ | | | | | 20½ | 169½ |
| Miscellaneous | 630½ | 46 | 10½ | 46 | 128 | 169 | 953½ | 1,983½ |
| Parent-Teacher Ass'n | | | 15½ | | 5 | | | 20½ |
| Opening and closing | 743 | 174½ | 159 | 5 | 97½ | 5 | 143½ | 1,327½ |
| Salaries | 15½ | 10½ | 61½ | | 107½ | 36 | 148½ | 379½ |
| Summer school | 51½ | | | | | | 31 | 82½ |
| School surveys | | | | | 5 | 5 | 15½ | 25½ |
| Taxes | | 10½ | | | 36 | | 25½ | 72 |
| Teachers | 487 | 15½ | 5 | 5 | 164 | 10½ | 148½ | 835½ |
| Textbooks | | 5 | 15½ | | 25½ | 5 | 159 | 210 |
| Teachers' unions | 5 | | 10½ | | 5 | | 15½ | 36 |
| Total | 7,776½ | 1,395 | 575½ | 123 | 1,039½ | 359 | 3,779 | 15,047½ |

TABLE II

Space in Column Inches Given in Advertisements by the Dallas News
for the Year 1919

| Items of Publicity | College and Univer- sity | High School | Busi- ness Col- lege | Mili- tary Schools | Spe- cial | Total |
|------------------------------|-----------------------------------|----------------|-------------------------------|--------------------------|--------------|--------|
| Courses | 3,649 | | 2,537 | 1,983½ | 189½ | 8,359 |
| Equipment | 164 | | | | | 164 |
| Rank of School | 31 | | | | | 31 |
| Kindergarten Training School | | 20½ | | | | 20½ |
| Total | 3,844 | 20½ | 2,537 | 1,983½ | 189½ | 8,574½ |

A glance at the tables will show that the results of the study were tabulated under two main divisions: (1) under the various departments or levels of school activity, *i. e.*, whether the article of publicity referred to the college or university, the high school, the elementary school, etc.; (2) under the different topics of publicity. The term "All Departments" is used to cover items of publicity that did not show clearly whether they referred to the high school, the elementary school, the kindergarten, or to all three of these school levels. The term "General and Special" is employed for items that did not refer to any particular school or school system, and for those that referred to some kind of special school, as, for instance, private art schools, chamber of commerce and Y. M. C. A. vocational schools, etc.

Each article of publicity was counted only once; that is, if an article or an advertisement was found to refer to several subjects, it was not entered under several heads, but only under the subject to which the most emphasis was given. In other words, the amount of space indicated in each case is the actual amount of space devoted to publicity. It is, of course, true that many of the news articles referred to several subjects. This is true also of the advertisements. But it will be noted that the advertisements almost invariably gave the greatest emphasis to the courses which the school had to offer. This is especially true if, in the

TABLE III

Space in Column Inches Given by the Dallas News in Its Editorial Section for the Year 1919

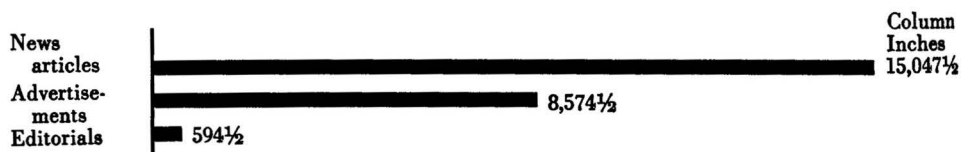
| Items of Publicity | Col- lege and Univer- sity | High School | Elemen- tary School | All Depart- ments | Rural Schools | General | Total |
|---------------------------------------|--|----------------|---------------------------|-------------------------|------------------|---------|-------|
| Loan fund | 34 | | | | | | 34 |
| School lands | 7 | | | | | | 7 |
| Attendance | 10½ | | | | | | 10½ |
| School bonds | 27½ | | | 20½ | | | 48 |
| Soldier memorial | 5 | | | | | | 5 |
| Teachers | 10½ | | | | | 7 | 17½ |
| Finances | 7 | | | | | | 7 |
| Extension service | 27½ | | | | | | 27½ |
| Regents | 10½ | | | | | | 10½ |
| Courses | 10½ | 10½ | | | | 64 | 85 |
| Legislation | 31 | | | | | | 31 |
| Student activities | 10½ | | | | | 13½ | 24 |
| Enrollment | 10½ | | | | | | 10½ |
| State aid | | | | | 10½ | | 10½ |
| Consolidation | | | | | 7 | | 7 |
| Salaries | | | 5 | 82 | 5 | 61½ | 153½ |
| Taxes | | | | 5 | | | 5 |
| Election of County Superintendents | | | | | | 13½ | 13½ |
| Schools and roads | | | | | | 5 | 5 |
| Improvements | | | | | | 7 | 7 |
| Teachers' unions | | | | | | 27½ | 27½ |
| Surveys | | | | | | 5 | 5 |
| Buildings and grounds | | | | | | 10½ | 10½ |
| Textbooks | | | | | | 10½ | 10½ |
| Opening and closing of schools | | | | | | 17 | 17 |
| Illiteracy | | | | | | 5 | 5 |
| Total | 202 | 10½ | 5 | 107½ | 22½ | 247 | 594½ |

case of military schools, military training is regarded as a part of the program of studies, which was done in this investigation. In the few cases in which the courses were not found to be the main feature of the advertisement, the equipment and rank of the school were given the greater emphasis, as is indicated in Table II.

Interpretation of data.—In a general way, the tables show that, with reference to the amount of space devoted to publicity, the newspaper departments stand in the following order of importance: (1) the news columns, (2) the advertising sections, and (3) the editorial columns. More publicity was accomplished through the news columns than through either the advertising sections or the editorial columns. In fact, the news columns devoted nearly twice as much space to school publicity as the advertising sections and editorial columns taken together. The news articles, as Table I indicates, covered $15,047\frac{1}{2}$ column inches, the advertisements $8,574\frac{1}{2}$, and the editorials $594\frac{1}{2}$ column inches of space. However, these figures are perhaps representative of the total news-article, advertising, and editorial space of the newspaper. Figure 1 shows graphically the distribution of space among the three newspaper departments.

FIGURE 1

Showing the Relative Amount of Space Given to the Schools in the Three Newspaper Departments of the Dallas News for 1919



Besides this general comparison, each table in itself reveals some interesting facts. Confining his attention for a moment to Table I, the reader will notice that some subjects were emphasized much more than others. For example, the news columns devoted 9416 out of a total of $15,047\frac{1}{2}$ column inches to the subjects of student activities, athletics, buildings and grounds, courses, opening and closing of

schools, and teachers. In other words, 1241 column inches of space were given to student activities, 3167½ to athletics, 1302½ to buildings and grounds, 1542 to courses, 1327½ to the opening and closing of schools, and 835½ column inches to teachers. The significance of these statements becomes more apparent if it is noted that the table contains thirty-eight different items of publicity. The relative emphasis placed upon the six topics just mentioned is further illustrated in Figure 2.

FIGURE 2

Comparing the Amount of Space Given by the News Columns to School Activities, Athletics, Buildings and Grounds, Courses, Opening and Closing of Schools, and Teachers, with the Total Amount of Space Given by the News Columns to the Schools



It is seen that in the news columns more space was given to athletics than to any other item of school publicity. In fact, from one-fifth to one-fourth of the total news space was given to this item. The relationship between the total amount of space and the amount given to athletics is shown in Figure 3.

FIGURE 3

Comparing the Amount of Space Given by the News Columns to Athletics, with the Total Amount of Space Given to the Schools by the News Columns

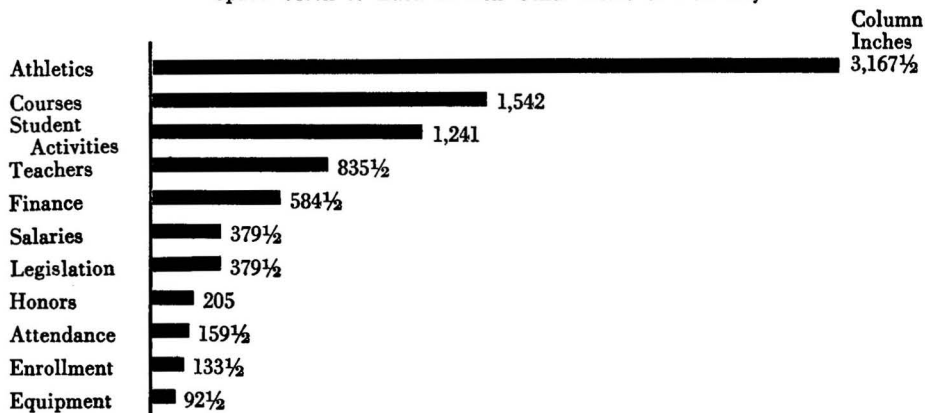


Not only is the emphasis upon athletics apparent when comparisons are made with the total amount of space given to the thirty-eight items, but the emphasis also stands out very clearly when comparisons are made with the amount of space given to each of several separate items; namely,

courses, student activities, teachers, finance, salaries, legislation, honors, attendance, enrollment, and equipment. This comparison of topics is given in Figure 4. The relatively

FIGURE 4

Comparing the Amount of Space Given by the News Columns to Athletics with the Amount of Space Given to Each of Ten Other Items of Publicity

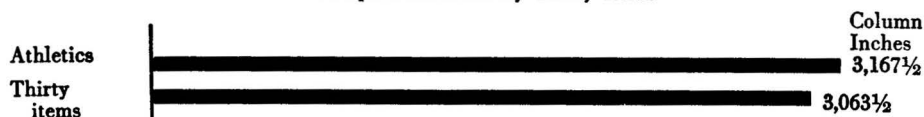


small amount of space given to several very important items makes the emphasis on athletics rather conspicuous, and suggests that this item is being over-emphasized in school publicity.

The emphasis on athletics becomes still more evident when it is pointed out that this item received more space than was given to thirty of the other thirty-eight items combined. Athletics were given a total of 3167½ column inches of news space, while the thirty items standing lowest in the amount of space received a total of only 3063½ column inches. This comparison is shown in Figure 5.

FIGURE 5

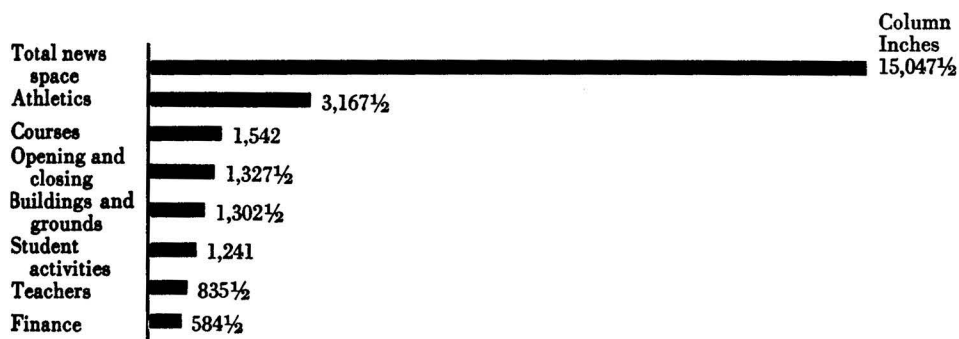
Comparing the Amount of Space Given by the News Columns to Athletics with the Total Amount of Space Received by Thirty Items



Athletics were not the only item that received relatively much emphasis in the news columns. Much space was also given to the item of courses, this topic receiving a total of 1542 column inches of space. The writer would not conclude that this represents an over-emphasis on the item of courses. Certainly courses are an important item and ought to be emphasized in publicity. It is an over-emphasis relatively speaking only. Other items receiving considerable emphasis in the news columns are the opening and closing of schools, buildings and grounds, student activities other than athletics, teachers, and school finance. The relative amount of space given to courses and to the other topics relatively over-emphasized is set forth in Figure 6.

FIGURE 6

Comparing the Total News Space with the News Space Given to Each of the Several Items Relatively Overemphasized

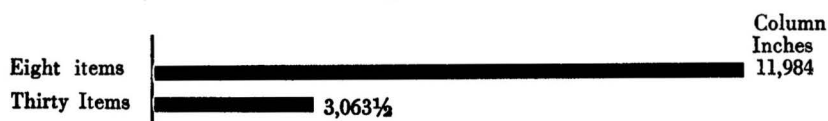


But while some subjects were considerably emphasized, there are likewise evidences of the other extreme. For instance, Table I shows that there were eleven items to each of which was given less than forty column inches of space. The average number of column inches per item is about 396. On this basis there were only eight items which were of the average or above the average in the amount of space consumed. In other words, nearly four-fifths of the total number of items were below the average in the amount of news space received. The total amount of space given to

the eight items above the average in news space is 11,984 column inches; the total amount of space given to the other thirty items is only 3063½ column inches. Figure 7 indicates this distribution of space graphically.

FIGURE 7

Comparing the Total Amount of Space Given by the News Columns to the Eight Items Above the Average in the Amount of Space Received with the Total Amount of Space Given to the Thirty Items below the Average in This Respect

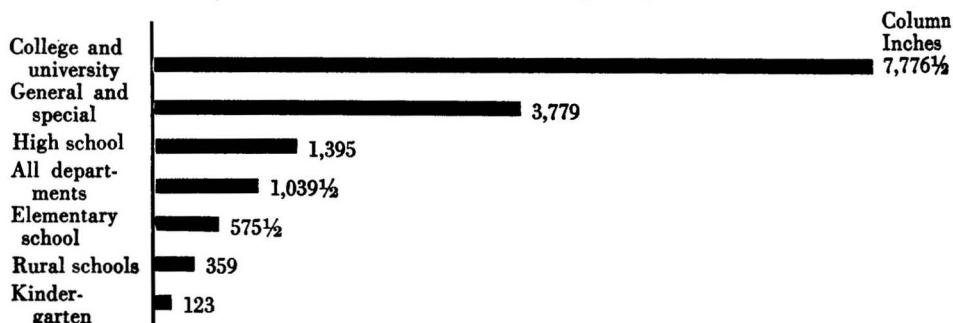


The discussion up to this point has clearly shown that there was a decided lack of proportion in the emphasis given to the various items of publicity, and that many items were seemingly neglected.

Not only does Table I show a very unequal emphasis on the various items of publicity, but it also displays a lack of proportion in the amount of news space given to the different school levels. For example, the college and the university were given 7776½ column inches, or slightly more than one-half of the total amount of news space. This compares with 123 column inches for the kindergarten, the other extreme. Figure 8 illustrates the distribution of

FIGURE 8

Showing the Distribution of News Space by School Levels

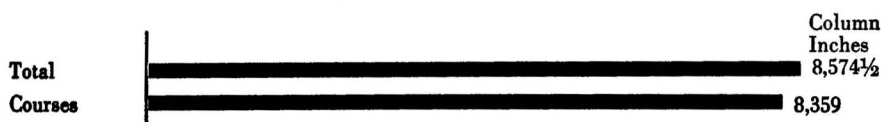


space by school levels. It is clearly seen that emphasis was placed upon the higher institution of learning. The great emphasis upon the colleges and universities is explained chiefly by the fact that certain topics were considered of much more importance under this level than under the other levels. Among such topics may be mentioned the following: athletics, other student activities, buildings and grounds, honors, ex-service men, courses, finance, fraternities, opening and closing of schools, and alumni. It might also mean that the colleges and universities have come to realize more fully than other schools the value of making their work known to the public.

Table II shows that the advertisements placed the greatest emphasis on the topic of courses, 8359 column inches of a total of 8574½ being allotted to this one item. Figure 9,

FIGURE 9

Comparing the Amount of Space Given by the Advertisements to the Item of Courses with the Total Space Covered by the Advertisements



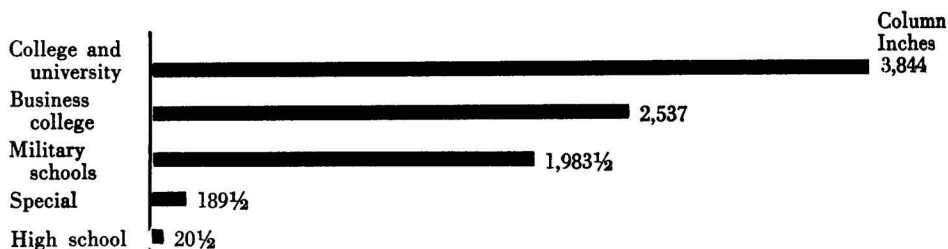
which compares the total advertising space with the amount of space given to courses, shows that the amount of space given to topics other than courses is negligible. This distribution of advertising space, however, is probably as it should be. Advertising is expensive; for that reason the greatest emphasis should be placed upon the main feature of the schools, namely, courses.

Table II also shows that the advertisements, like the news articles, placed the greatest emphasis upon the colleges and universities. This level received nearly one-half of the total advertising space, while nearly one-half of the remainder was given to the advertising of business colleges. The military colleges, with 1983½ column inches, stand next in rank to business colleges. As far as the elementary and

secondary schools are concerned, advertising has practically been neglected altogether. The distribution of advertising space by school levels is further illustrated by Figure 10.

FIGURE 10

Showing the Distribution of Advertising Space by School Levels



The relative over-emphasis on the college and university level can perhaps again be explained chiefly by the fact that such schools have become more conscious of the value of school publicity, and also by the fact that they have to advertise for students. On the other hand, the neglect of the high schools and elementary schools is, no doubt, mainly explained by the fact that there is no competition for students on these levels, at least so far as the public schools are concerned, and by the fact that attendance upon the elementary school, to a large extent, is compulsory. Attendance upon the high school and upper grades of the elementary schools is, however, not, as a rule, compulsory in Texas. Here publicity could be used to advantage in increasing attendance.

Another question arises in this connection: Should the high schools and elementary schools of the public school system use paid advertising at all? Table I showed that these two levels receive considerable publicity in the news columns. It was also stated above that there is no competition for students on these two levels. These conditions would seem to make costly advertising unnecessary. The elementary and secondary schools of the public school system are local institutions and have, so to speak, a monopoly on providing school facilities for these two levels in each locality. It is different with the college and the university.

These institutions draw their students and support from larger areas and probably need more means of making their educational facilities and needs known to the public. Paid advertising is perhaps necessary for them in order that their advantages may become known in distant parts of the state, where the newspaper might otherwise fail to give sufficient space to the college. The story of the elementary and secondary schools, on the other hand, will probably find adequate expression in the news columns of the local newspapers. Investigation has shown that the press is willing, and even anxious, to coöperate with the schools in making their wants and opportunities known to the public.⁶ The local public school is a distinct asset to a community, and, being recognized as such by the people, it can depend upon receiving generous and free publicity in the local newspapers, provided school administrators will coöperate with the press in getting the news of the school before the public.

The editorial columns also placed very unequal emphasis upon the various items of publicity. In Table III it is noted that this department of the newspaper gave 153½ column inches of space to the item of teachers' salaries, which is more than one-fourth of the total amount of editorial space. That this is a considerable proportion of the editorial space to be devoted to one item becomes more evident when it is seen that the table contains 26 different items and that the average amount of space per item is less than 23 column inches. Two other items receiving considerable emphasis are courses and bonds, these items receiving 85 and 48 column inches of space, respectively. These three leading items received nearly one-half of all the space given to the schools by the editorial columns. On the basis of the average amount of space per item, 18 of the 26 items stand below the average. The relative over-emphasis on the items of salaries, courses, and bonds is shown graphically in Figure 11.

⁶See Reynolds, R. G., *Newspaper Publicity for the Public Schools*; A. G. Seiler, New York, 1922, Chapter III.

FIGURE 11

Comparing the Amount of Editorial Space Given to Each of the Three Leading Items with the Total Editorial Space Given to the Twenty-three Other Items

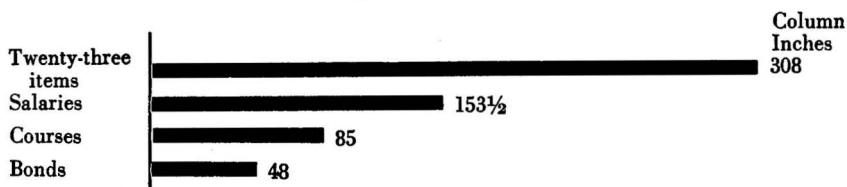
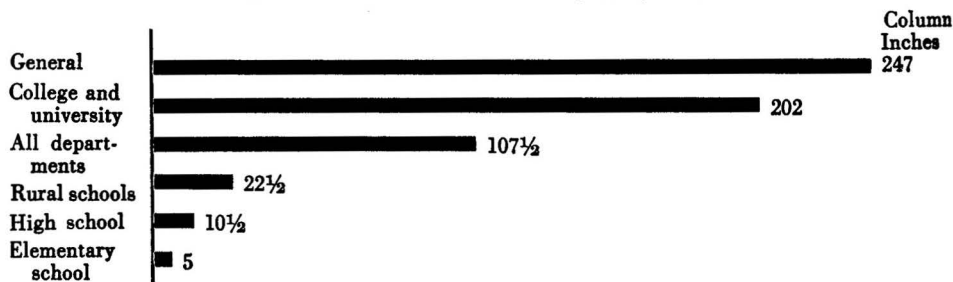


Table III also indicates a very unequal emphasis on the various school levels. Excepting those editorials which were of a general nature, the greatest amount of space was again given to the colleges and universities, with a corresponding lack of emphasis on the elementary and secondary schools. The distribution of editorial space among the various school levels is shown in Figure 12.

FIGURE 12

Showing the Distribution of Editorial Space by School Levels



Another interesting thing revealed by the study of the school publicity practices of this newspaper, but not shown in the tables, is the fact that the space given to publicity, with the possible exception of that given to athletics, was not evenly distributed over the school year. During the month of May, for example, 1395 column inches of news space were given to school publicity, excluding the space given to athletics, and during the month of September 1175 column inches, while during the month of December the news columns gave only 530 column inches to the schools.

In other words, newspaper school publicity seems to be concentrated at or near the beginning and end of the school year.

Inferences.—The study of school publicity in this selected newspaper reveals two main sets of facts; namely, the quantity of space given to the schools and the distribution of the space. The quantity of space devoted to school publicity may raise the question as to whether this is too much, too little, or just enough space. No objective standards for answering this question exist; however, the fact that the public is not yet being thoroughly informed about its schools would indicate that newspaper school publicity has not been overdone.

It was noted that the space given to publicity is distributed according to the three newspaper departments, and that much more publicity is done through the news columns than through the advertising sections and editorial columns taken together. It was also noted that there is a seasonal distribution of space; *i. e.*, that publicity is concentrated at the beginning and at the end of the school year. Furthermore, it was pointed out that there is a topical distribution of space, and that the space is very unevenly distributed among the various items of publicity, very great emphasis being placed upon athletics.

The facts regarding space distribution suggest this question: Do the schools today find mention in the newspaper because of their own efforts to secure intelligent publicity, or because of the newspaper's efforts to find news? In other words, do the newspapers or the schools at present take the initiative in school publicity?

The fact that so much of present school publicity is accomplished through the news columns, and so little through the advertising and editorial columns, suggests that it is the newspaper, rather than the school, that is, as a rule, now taking the initiative in this work. This impression is confirmed by the fact that present school publicity is not distributed evenly over the school year, but that it seems to be condensed around two periods,—*i. e.*, at the beginning and at the end of the school year. The suggestion that it is

the newspaper, rather than the school, that now leads in this enterprise is further confirmed by the fact that athletics are given such unique prominence in the newspaper today.

To reverse the foregoing statements, if school authorities were really taking the initiative in school publicity, one would expect other topics than athletics to be given emphasis; one would expect a more even and systematic distribution of publicity efforts over the year, and one would probably also find a larger proportion of space given to the schools and their needs in the editorial columns of the newspaper, and possibly in the regular advertising sections.

Summary of the chapter.—The discussion of this chapter and the conclusions reached may be summarized as follows:

(1) The newspaper is probably the largest and best medium of publicity for the schools.

(2) This chapter presents an analysis of the school publicity practices of *The Dallas Morning News* for the year 1919.

(3) Schools are receiving publicity through the news columns, the editorial columns, and the regular advertising sections of the newspaper.

(4) With reference to the amount of space given to the schools, the three newspaper departments stand in the following order of importance: (a) the news columns, (b) the advertising sections, and (c) the editorial columns. The news columns devoted nearly twice as much space to school publicity as the advertising sections and editorial columns taken together.

(5) The news columns placed very unequal emphasis upon the various items of publicity. The six leading items received more space than the other 32 items that were mentioned. From one-fifth to one-fourth of the total news space was given to athletics. Other items receiving a relatively large amount of news space are courses, the opening and closing of schools, buildings and grounds, student activities other than athletics, teachers, and school finance.

On the basis of the average amount of news space per item, 30 of the 38 items stand below the average.

(6) There is also a lack of proportion in the amount of news space given to the different school levels. The greatest emphasis was placed upon the college and university level, this level receiving more than one-half of the total amount of news space. The kindergarten received the least amount of space. The great emphasis upon the colleges and universities probably means that these schools have come to realize more fully than other schools the value of making their work known to the public.

(7) The advertisements gave the greatest amount of space to the subject of courses; in fact, the amount of space given to the other items is negligible when compared with the amount received by this item. This is probably as it should be. Advertising is expensive; for that reason the largest amount of space should be given to the main feature of the schools, namely, to courses.

(8) Like the news articles, the advertisements placed very unequal emphasis upon the various school levels, the largest amount of space again being given to the colleges and universities. These schools received nearly one-half of the total amount of advertising space. Business colleges and military schools stand next in rank in the order named. As far as the elementary and secondary schools are concerned, advertising has practically been neglected altogether. The relative overemphasis on the college and university level is perhaps again explained chiefly by the fact that such schools have become more conscious of the value of school publicity, and that they have to advertise for students.

(9) Since the elementary and secondary schools are local institutions, and thus do not need to compete for students, costly advertising should probably not be used by such schools. The story of the elementary and secondary schools will probably find adequate expression in the news columns of local papers, provided school administrators will

coöperate with the press in getting the news of the schools before the public.

(10) The editorial columns also placed very unequal emphasis upon the various items of publicity. The item of teachers' salaries received more than one-fourth of the total amount of space given to the 26 items covered by the editorials. Other items receiving great emphasis, relatively speaking, are courses of instruction and school bonds. On the basis of the average amount of space per item, 18 of the 26 items stand below the average.

(11) The editorials also emphasized very unequally the various school levels. Excepting those editorials which were of a general nature, the greatest amount of space was again given to the colleges and universities, with a corresponding lack of emphasis on the elementary and secondary schools.

(12) Newspaper school publicity was found to be concentrated at or near the beginning and end of the school year.

(13) No objective standards exist for determining whether the amount of newspaper space given to the schools is large, small, or just right. It would seem, however, that, inasmuch as the public as yet does not possess full information about its schools, the efforts of the press to give publicity to the schools have not been overdone.

(14) The facts regarding space distribution seem to indicate that the schools are today receiving mention in the newspaper largely because of the newspaper's effort to find news.

(15) School officials should take a leading part in school publicity. This would probably result in adequate publicity for all the various items of school interest.

CHAPTER III

A GENERAL STUDY OF NEWSPAPER SCHOOL PUBLICITY

Purpose of the chapter.—The preceding chapter has given a detailed analysis of the school publicity practices of a large Texas daily newspaper. This chapter will seek to give a general picture of the amount and nature of school publicity appearing in all Texas newspapers at the present time. In this general study, no mention will be made of any newspaper in particular. This more general investigation might modify some of the inferences drawn in the preceding chapter.

In giving such a discussion of general school publicity, one should naturally include also the publicity given by the newspapers to the recent state-wide Educational Survey. Reference to the Texas Survey is, however, made only incidentally here, as the next chapter has been set aside for a more detailed consideration of this phase of school publicity.

This reference to survey publicity will make it necessary to distinguish it from what will henceforth be referred to as "general school publicity." This is chiefly a matter of defining the two terms as here used. Under "survey publicity" is included all publicity material that owed its existence to the Texas Survey, while "general school publicity" covers those items whose appearance could not be traced to the Survey. Nearly all of the articles on survey publicity made a direct mention of the Survey. The writer familiarized himself with the contents of the survey report, which enabled him to classify easily those articles that appeared as a result of the Survey but did not directly mention it.

Source of data and method of treatment.—In order to secure the materials for this part of the study, the writer, in July, 1924, at a time when the field work of the Texas Survey was about completed, became a subscriber of a newspaper clipping bureau. This brought to him clippings on topics of education from every newspaper published in the

State of Texas. These clippings included not only those that pertained to the Survey, but also all others that referred to any phase of educational work. It is these latter, as already stated, with which this chapter concerns itself.

These clippings cover a seventeen-month period, extending from July, 1924, to November, 1925, inclusive. The clippings on general school publicity are incomplete. This incompleteness of data is to be explained in several ways. In the first place, a clipping service is probably never one hundred per cent efficient. It is only natural for a clipper to overlook items now and then. In the second place, there may have been several other subscribers to the same clipping service, although the writer was assured that his was the only general subscription. In the third place, the space given to paid advertising was excluded from this part of the study. The discussion in this chapter, in other words, is confined to news articles and editorial treatment of school problems. The inclusion of the space given to regular advertising would increase tremendously the space given to the colleges. In the fourth place, the space reported for several important items is particularly incomplete. At the time the writer subscribed to the clipping bureau he failed to state specifically that he wanted clippings on reports of actual athletic contests appearing in the papers and that he wanted specific reports on the actual occurrence of other school activities. Those in charge of collecting the clippings, because the specific references to these subjects were so numerous, concluded that only general references to athletics and other school activities were wanted. Consequently, when the writer began to organize the material, which did not occur until after the middle of the period covered, he found that all special reports on these two items had been omitted. The meagerness of the space received by some of the other topics in the first part of the period, as shown in Table IV, probably means that the clipping bureau, with respect to them, also furnished only general references at first. It was too late to obtain more complete data for the first part of the period.

General School Publicity in Texas Newspapers

| Items of Publicity | SPACE IN COLUMN-INCHES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Grand Total | | | | | | | |
|---------------------------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|---------|--------|--------|
| | July, 1924 | | August | | September | | October | | November | | December | | January, 1925 | | February | | March | | April | | May, 1925 | | June | | July | | August | | September | | | October | | November | | Totals | | |
| | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | | Large Papers | Small Papers | Large Papers | Small Papers | | | |
| School activities | | 13½ | 15½ | 15 | 87 | 311 | 63 | 186 | 155½ | 157½ | 6 | 173 | 101 | 44 | 43 | 91 | 30½ | 147½ | 40½ | 60 | 45½ | 139 | 67 | 132 | 25½ | 165 | 165½ | 127 | 284 | 919 | 686½ | 2,475 | 2,447½ | 5,304 | 4,263½ | 10,459½ | 14,723 | |
| Teachers | 35 | 203½ | 58 | 248½ | 142½ | 352 | 65½ | 39½ | 133½ | 125½ | 63 | 62 | 43 | 40½ | 28½ | 75 | 32½ | 79½ | 35½ | 82½ | 69 | 28 | 262½ | 253½ | 203½ | 607 | 359 | 1,155 | 632 | 2,053 | 127½ | 360½ | 112 | 193½ | 2,402½ | 5,959 | 8,361½ | |
| Finance | 161 | 203 | 73 | 351½ | 126½ | 170½ | 126 | 112½ | 63 | 146½ | 97 | 171½ | 53½ | 96½ | 63 | 120½ | 48 | 129 | 70½ | 37 | 10½ | 86 | 61½ | 160½ | 48½ | 162½ | 211½ | 534 | 58½ | 248 | 111½ | 179½ | 92 | 177½ | 1,475½ | 3,086½ | 4,562 | |
| School policy | | 16 | | 22 | | | | | 9 | 13 | 18 | 23 | | 49½ | | 5½ | 11½ | 30 | 5 | | | | 3 | | 14 | 24 | 20 | 30 | 352½ | 391 | 22 | 57½ | 33½ | | 546½ | 647½ | 1,194 | |
| State and Federal Aid | 41½ | 26½ | | 89 | 63 | 76½ | 5½ | 86½ | 4 | 37 | 15 | 111½ | 16 | 182½ | | 58½ | | 71½ | 11 | 12½ | 12 | 6½ | | 2 | | 6½ | 2½ | 37½ | 2 | 42½ | 1½ | 68 | 31½ | 67 | 205½ | 982 | 1,187½ | |
| Athletics | | 3 | 2 | 9 | 52 | 76 | 12 | 14½ | 12 | 43½ | 15½ | 25 | | | 8 | | | 23½ | | 8 | | 23 | 27 | 64½ | 43½ | 129½ | 350 | 504½ | 1,740 | 1,978 | 1,619 | 1,981 | 1,838 | 2,586 | 5,719 | 7,469 | 13,188 | |
| Buildings and grounds | 52 | 142½ | 182½ | 291 | 261 | 189½ | 242 | 259½ | 319 | 468½ | 75½ | 472 | 122½ | 270 | 121½ | 161 | 122 | 405 | 203 | 179½ | 80½ | 143 | 285½ | 380½ | 447½ | 575 | 648½ | 659½ | 533 | 900½ | 321 | 404 | 660½ | 375½ | 4,677½ | 6,276½ | 10,954 | |
| Parent-Teacher Assn's | | | | | | | | 7 | | | | 20½ | | | 3 | 10 | | 7½ | 43 | 113½ | | 33½ | | 14 | 2½ | 16 | 20½ | 25½ | 36 | 93 | 33 | 135½ | 52½ | 143 | 190½ | 619 | 809½ | |
| Education week | | | | 24½ | | 31 | 21½ | 49 | 118 | 334 | | 32 | 29 | 11½ | | | | | | | | | | | 8½ | | 33 | | 117½ | 45 | 252½ | 389½ | 1,279½ | 603 | 2,173 | 2,776 | | |
| Miscellaneous | 31 | 109½ | 57½ | 131½ | 111 | 200½ | 110 | 88½ | 52 | 34 | 53 | 60½ | 26 | 73½ | | 52½ | 22½ | 55½ | 3 | 79½ | 16 | 79 | 72 | 131½ | 28½ | 14½ | 75 | 220 | 145½ | 264½ | 75 | 153 | 55 | 340 | 933 | 2,088 | 3,021 | |
| Equipment | | | 10½ | 37½ | 29 | 25 | 11½ | 22½ | | 14 | 12 | 17 | | 11½ | | | | 13 | | 7 | | | 11 | 27 | 5 | 37½ | 13½ | 45½ | 30 | 317 | 52½ | 41 | 10 | 50½ | 185 | 666 | 851 | |
| Attendance | 5 | 4½ | 16 | 158½ | 22 | 98½ | | 32½ | 6 | 12 | | 19 | 12 | 41½ | | 30½ | | | 5½ | 14 | 17½ | | | 20 | | 33 | 70 | 115½ | 199½ | 770 | 28 | 87½ | 31 | 56½ | 403½ | 1,502½ | 1,906 | |
| Affiliation | 19 | 86½ | 35½ | 175½ | 4½ | 18 | 3½ | 5 | 29 | 3 | 34 | 82 | | 25 | | | | 8 | | | | 7 | 40 | 46 | 262 | 10½ | 115½ | 6½ | 25½ | 2 | 18½ | 12½ | 4 | 210 | 868½ | 1,078½ | | |
| Textbooks | 15½ | 36 | 11½ | 24 | | 25½ | 53 | 36 | 13½ | 18½ | 1½ | 36½ | 6 | 5½ | 14½ | 27 | 8 | 6 | 15 | 8½ | 2 | 14½ | 27½ | 55½ | 30 | 74½ | 8 | 63½ | 46½ | 119 | 106 | 103½ | 7 | 30 | 365½ | 684 | 1,049½ | |
| Institute | 3 | 11 | 46½ | 320½ | 263½ | 1,090½ | 19½ | 54 | 44½ | 40½ | 62½ | 309 | | | | 30 | 9 | 22½ | | 6 | | | 15 | 18 | 154 | 225½ | 712½ | 915 | 2,915½ | 17 | 90½ | 8 | 65 | 1,632 | 5,836½ | 7,468½ | | |
| Reports | | | | | 3 | | 18 | | 5 | | 25 | | | | 5 | | | | 31 | | | | | 4 | 23 | 8½ | 2½ | 14 | | | 32 | | 13½ | 26½ | 158 | 184½ | | |
| Courses | 69 | 150 | 90 | 300½ | 66 | 331½ | 148 | 105 | 55½ | 44½ | 6½ | 60 | 80 | 16 | 10 | 13 | 120½ | 2 | 79½ | 59 | 19 | 28 | 10 | 97 | 33½ | 133 | 416 | 274 | 260 | 460½ | 116½ | 186½ | 196 | 220½ | 1,776 | 2,481 | 4,257 | |
| Traffic dangers | | | | | 23½ | | | | | | | 6 | | | 4½ | | | | 8 | 6½ | | | 13 | 6½ | | 2 | | | | 32 | 11 | 17 | 8 | 11 | 20½ | 109 | 60½ | 169½ |
| Honors | | 11 | 5 | 4½ | 5 | 3 | 18 | 7 | | | | 44 | 58½ | 43 | 2 | 22 | 27 | | | 26½ | 16½ | 66 | 20 | 81 | 20½ | 78½ | 24½ | 59½ | 80½ | 39 | 40½ | 337½ | 65½ | 328½ | 383½ | 1,151 | 1,534½ | |
| Teachers' Ass'n | 58½ | 40½ | | | 37 | 44½ | 15½ | 113 | 307½ | 320 | 33½ | 116 | 51 | 93½ | 10½ | 72½ | 11½ | 110½ | 18 | 76 | | 15 | 34½ | 66½ | 106½ | 49 | 54½ | 32½ | 68½ | 94½ | 220½ | 589 | 1,192½ | 1,599 | 2,220 | 3,432 | 5,652 | |
| Organization and Administration | | | 9 | 26½ | 33½ | 20½ | 6 | | 41½ | 7½ | 76½ | | 11½ | 4½ | | | | 14 | 18 | 7½ | | | 51 | 20½ | 32½ | 78½ | 82½ | 47 | 13½ | 66½ | 17½ | 72½ | 52 | 56½ | 326 | 541 | 867 | |
| Educational progress | | | 16 | 84½ | 9 | 215½ | 13½ | 55 | 14½ | 105 | 13½ | 146½ | 40½ | 57½ | | 12 | | 55 | 189 | 24 | 159½ | 33½ | 23 | 222 | 31½ | 453 | 255½ | 184½ | 111½ | 328 | 42 | 170 | 27½ | 59 | 946½ | 2,205 | 3,151½ | |
| Value of education | 8 | 73½ | | 69½ | 47½ | 311 | | 105 | 36 | 144 | 16½ | 61½ | | 38½ | | 30 | | 32 | | 17½ | | | 7½ | 100 | | 186½ | 69 | 705 | 376 | 447 | 20 | 90½ | 34 | 86½ | 614½ | 2,498 | 3,112½ | |
| Coöperation of patrons | | | 16½ | 59 | 134½ | | | 89 | 35 | 72 | 6 | 88½ | 35 | 30½ | | 6 | | | | | | 10 | | 26 | | | 12½ | 5½ | 73½ | 48½ | 283 | | 156 | | 258 | 189 | 1,256 | 1,445 |
| Salaries | 13 | | 4 | 6½ | | | | 5 | 18 | 16 | | 15½ | 35 | | 24 | | 20 | | 20 | 27 | 4½ | 5 | 29 | 82½ | 78 | 70½ | 126½ | 14½ | 41 | 51 | 13½ | 191 | 26½ | 36 | 453 | 520½ | 973½ | |
| Aim of education | 42 | 114 | 32 | 165½ | 22 | 294½ | 19 | 45 | 30½ | 36½ | 20 | 94 | 15 | 8½ | 9 | 77 | | 46½ | 43 | 9 | 22 | 75½ | 35 | 56½ | 28 | 100 | 123½ | 227½ | 111 | 300 | 29½ | 199 | 44 | 200½ | 625½ | 2,049½ | 2,675 | |
| School boards | 5 | 55½ | 1 | 144½ | 5 | 128 | | 10½ | 7 | 29½ | 16½ | 10 | 36 | 32 | 19 | 55 | 7 | 74½ | 87 | 44½ | 4½ | 4½ | 70½ | 46 | 86½ | 133 | 56½ | 226½ | 58½ | 172 | 18 | 46½ | 9½ | 111½ | 487½ | 1,324 | 1,811½ | |
| Illiteracy | | | 29 | 9 | 40½ | | 11 | | 29 | | 54 | | | | 30½ | | | | 2 | | | | | 14 | 12 | | | | | 29½ | | 62 | 5½ | | | 59 | 269 | 328 |
| School age | | | | | | | | | 12 | | | | 2½ | 9½ | | | | | | | | | | | | 14½ | | 12 | 5 | 36½ | | | | | 7½ | 84½ | 92 | |
| Methods of teaching | | | 13 | 28 | 62 | 48 | 15 | | | 11½ | | 3½ | | | | 37½ | | 10 | | | 6½ | | 2 | 12 | 9½ | 31 | | 49 | 7½ | 45½ | 31½ | 39 | 15 | 35½ | 162 | 350½ | 512½ | |
| Control | | | | | 12 | | | | 49½ | 8 | 28 | 9½ | | | | | | | 28½ | | | | | 30 | 4½ | 4 | 189½ | 27 | 199 | 60½ | 41 | 47½ | 114 | 77½ | 625½ | 304½ | 930 | |
| Marks | | | | | | | 22½ | | | | | 18½ | | | | | 23 | | | | | 11 | | | 5½ | | | | | 7 | 24½ | | 53 | 27½ | 42½ | 40 | 195 | 235 |
| Failures | | | | | | | | | | | 17 | 5 | | | 14 | | | | | | | | | | | 21 | 5½ | 95½ | 18 | 53½ | 6 | 100 | | 11 | 46½ | 300 | 346½ | |
| Enrollment | 12½ | 22 | 55 | | 95 | 213 | 22 | 48 | 13 | 16 | 2 | 47½ | 8 | 40½ | 3 | 14½ | 7 | 19½ | | 1½ | 9 | 12½ | 29 | 107 | 16½ | 97 | 175 | 80 | 679½ | 1,140½ | 65 | 266½ | 35 | 81½ | 1,226½ | 2,207½ | 3,434 | |
| Adult education | 56 | 36 | 52½ | 45½ | 10 | 15 | | | 3 | | | 12½ | 6 | | | | | | | | | | | | 7 | | | | | 61½ | | 42 | | 238 | 109 | 347 | | |
| Publicity | | | | | 335 | | | 10 | | | | 4½ | 1 | | | 3 | | | | | | | | | 21 | | | 36 | 23 | 8 | 31½ | | 37 | 9 | 27½ | 75 | 471½ | 546½ |
| Health | 12 | | 55 | 20 | 84½ | 73 | 57 | 52½ | 26½ | 10½ | 18½ | | 42 | 5 | 9½ | | 10 | 13½ | 21 | | | 10½ | 16½ | 15 | 48 | 99½ | 71 | 28 | 68 | 11½ | 66 | 104 | 101 | 37½ | 642½ | 568½ | 1,211 | |
| Library | | 1½ | | 2 | | 1½ | 7½ | | | 3 | | | | | | | 10 | | 10 | | | | 1½ | 6 | 25½ | 22 | 13½ | 7 | | 4 | 6 | 10½ | 9 | 57½ | 63 | 135 | 198 | |
| Visual education | | | | 51 | | 28 | | | 11 | | | | | | | | | 18 | 7 | | | | | | 3 | 9½ | | | | 7 | 174½ | 7 | | | | 184½ | 131½ | 316 |
| Certificates | 2 | 2 | | | | | | 10 | | | | | | | | 5½ | | | | 4½ | | | 4½ | 10 | | 6 | 6½ | 25 | | 58 | | 2½ | | | 18½ | 118 | 136½ | |
| Length of terms | | 4 | 8 | | 22 | | | | | | | | | | | | 6 | | | | | | | 9 | | | 17 | | 25½ | 17 | | | | 24 | 50½ | 104½ | 155 | |
| Loan funds | | 4 | | | | | 9 | | | | | | | | | | | 5 | | | | | | 12 | | 11½ | | 3 | | 27½ | 20½ | | | | | 59½ | 51 | 110½ |
| Establishment of districts | | | | | | | | | | | | | | | | | | | 8½ | 29 | | 12 | | 4 | | | | | | | | | | | 8½ | 45 | 53½ | |
| Surveys | | | | | 4 | | | | 6 | | | | | | | | | | 8 | 10 | | | | 9 | | | | | | | | | | 6½ | 12 | 31½ | 43½ | |
| School lands | | 2½ | 10 | 19½ | 2 | 20 | 6 | 9½ | 12 | 19½ | | 11½ | 5 | | | | | | 27 | | 8 | 9 | 27 | 7½ | 28 | | | 15 | 16 | 16½ | | 10½ | | | 67½ | 214½ | 282 | |
| Junior colleges | | | | | | | | | | | 6 | | | | | | 6 | | 14 | | | | | 3 | 11 | 44 | 137 | 45½ | 49 | 63 | 34 | 26½ | 47 | 81½ | 298 | 269½ | 567½ | |
| Legislation | | | | | 23 | | | | 10 | 5½ | | 7 | 27½ | 31½ | 113½ | 82½ | 129 | 128 | 26½ | 52 | | | 49 | 142½ | 104½ | | 36½ | | | 14½ | | 29½ | | | | 455½ | 575 | 1,030½ |
| Endowment funds | | | | | | | | | | | 35 | 3½ | | 44 | 21 | 3 | | | | | | | 10 | 52½ | 2 | 78½ | | | | | | | | | | | | |

While it would be desirable to have absolutely complete data on the subject of this part of the investigation, the writer believes that the incompleteness of data, with the exceptions noted above, is general; that is, the data, while incomplete, seem to be fairly representative of school publicity for the period covered. This impression is gained not only from the relative amount of space given to the various items but also from the fact that every item of present-day school interest is mentioned. Since the data are fairly representative, comparisons other than those of a quantitative nature will not lose their significance.

The data obtained from these clippings are set forth in Tables IV and V. The material, as Table IV shows, is organized under the various items to which the clippings referred, such as teachers, courses of study, the opening and closing of schools, salaries, and so forth. The material is also organized by months, and by school levels; that is, whether it referred to the college, the high school, or the elementary school. Moreover, the tables show what amount of publicity appeared in the large daily papers and how much appeared in the smaller newspapers of the State. By "large papers" is meant the large daily papers which are usually sold at news stands. The amount of space given to each item is shown in column inches. By a "column inch," as pointed out in the last chapter, is meant an article one inch long occupying the width of one column in the paper. It was found that the column inch does not always represent the same amount of material, or the same number of words, in different newspapers. In other words, the size of the type used often varies slightly among different papers. Therefore, the column inch is not an entirely satisfactory unit of measurement. The newspaper column could have been chosen as the unit, but there are even more objections to it. It has the same objection as the column inch in that the size of type varies with different newspapers. But not only this; the columns actually vary in length in different papers. And, then, too, many of the articles were so short that they could be more easily expressed in terms

of inches than in terms of columns. The most accurate method of measuring the space would have been to count the words in each article; but such a method was considered impracticable. The column inch was, therefore, selected as the most satisfactory unit of measurement.

Every newspaper article was carefully read and measured in order to classify it properly and to ascertain the exact amount of space it covered. Some of the clippings referred to one item only, while others mentioned several items. In cases where a clipping referred to several items, the amount of space was divided among the several items on the basis of the amount of space each item actually received. But in no case was any space counted twice, so that the total number of column inches given is the actual amount of space covered.

The newspaper, as the last chapter has shown, can ordinarily be divided into three departments; namely, the news columns, the editorial columns, and the advertising section. By news columns are meant that part of the paper which carries actual news. Such news is written without prejudice, being fair both in spirit and detail. The news article merely states facts and lets the reader draw his own conclusions. The editorial, on the other hand, attempts to interpret and explain the news. The editorial differs from the news article in that, besides giving facts, it tries to influence the reader's opinion directly. By advertising section is here meant all the space in the newspaper devoted to paid advertising.

In Tables IV and V, which deal with general school publicity in Texas, all the material, both news articles and editorials, is organized under the caption of news articles. The space given in paid newspaper advertising was excluded from these tables and not considered in this part of the study. The editorials were not considered separately because the writer failed to ask, at the time he subscribed for the clippings, that they be kept separate from the news articles. It was impossible later to separate them because in many instances, especially in the case of small newspapers, it was impossible to tell whether a clipping had been

TABLE V
A Column Inch Distribution of General School Publicity by School Levels

| Items of Publicity | College | | High School | | Elementary School | | General | | Totals | | Grand Total |
|---------------------------------|--------------|--------------|--------------|--------------|-------------------|--------------|--------------|--------------|--------------|--------------|------------------------|
| | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large and Small Papers |
| School activities | 441½ | 646½ | 2,319½ | 5,314 | 339 | 501 | 1,163½ | 3,998 | 4,263½ | 10,459½ | 14,723 |
| Teachers | 930 | 825½ | 95½ | 853 | 120 | 69 | 1,257 | 4,211½ | 2,402½ | 5,959 | 8,361½ |
| Finance | 180 | 356½ | | 69½ | | 34 | 1,295½ | 2,626½ | 1,475½ | 3,086½ | 4,562 |
| School policy | 308 | 336½ | 23 | | 15 | | 200½ | 311 | 546½ | 647½ | 1,194 |
| State and federal aid | | | 7 | 7 | 14½ | 39 | 184 | 936 | 205½ | 982 | 1,187½ |
| Athletics | 3,063½ | 1,861½ | 2,589½ | 5,220½ | 13½ | 31 | 52½ | 356 | 5,719 | 7,469 | 13,188 |
| Buildings and grounds | 1,316½ | 630½ | 1,109 | 1,946 | 303 | 291½ | 1,949 | 3,408½ | 4,677½ | 6,276½ | 10,954 |
| Parent-Teacher Assn's | 12½ | | 6½ | 27 | | 11 | 171½ | 581 | 190½ | 619 | 809½ |
| Education week | | 4 | 30 | 31½ | 2 | 23 | 571 | 2,114½ | 603 | 2,173 | 2,776 |
| Miscellaneous | 217 | 157½ | 18 | 90 | 112½ | | 585½ | 1,840½ | 933 | 2,088 | 3,021 |
| Equipment | 13½ | 142½ | 35 | 97½ | | 13 | 136½ | 413 | 185 | 666 | 851 |
| Attendance | 159½ | 419 | 9½ | 60 | | 12½ | 234½ | 1,011 | 403½ | 1,502½ | 1,906 |
| Affiliation | 41 | 47 | 169 | 817½ | | | | 4 | 210 | 868½ | 1,078½ |
| Textbooks | | | 3 | 11 | | | 362½ | 673 | 365½ | 684 | 1,049½ |
| Institute | | | | | | | 1,632 | 5,836½ | 1,632 | 5,836½ | 7,468½ |
| Reports | | | | 8 | | | 26½ | 150 | 26½ | 158 | 184½ |
| Courses | 518 | 172½ | 703½ | 1,095½ | 49 | 195½ | 505½ | 1,017½ | 1,776 | 2,481 | 4,257 |
| Traffic dangers | | | | | | | 109 | 60½ | 109 | 60½ | 169½ |
| Honors | 116 | 258 | 136½ | 277 | 54 | 54 | 77 | 562 | 383½ | 1,151 | 1,534½ |
| Teachers' Assn's | | | 8 | | 1½ | | 2,210½ | 3,432 | 2,220 | 3,432 | 5,652 |
| Organization and administration | | 55½ | 14 | 37½ | 24½ | 67½ | 287½ | 380½ | 326 | 541 | 867 |
| Educational progress | 234 | 313½ | 125 | 113½ | | 154½ | 587½ | 1,623½ | 946½ | 2,205 | 3,151½ |
| Value of education | 214 | 454½ | 22 | 144 | | 191 | 378½ | 1,708½ | 614½ | 2,498 | 3,112½ |
| Coöperation of patrons | | | | | 6 | | 183 | 1,256 | 189 | 1,256 | 1,445 |
| Salaries | 24 | 80½ | | | | 8½ | 429 | 431½ | 453 | 520½ | 973½ |
| Aim of education | 132½ | 105 | | 19 | 14 | 14 | 479 | 1,911½ | 625½ | 2,049½ | 2,675 |
| School boards | 12 | 131½ | | | | | 475½ | 1,192½ | 487½ | 1,324 | 1,811½ |
| Illiteracy | | | | | | | 59 | 269 | 59 | 269 | 328 |
| School age | | | | | | | 7½ | 84½ | 7½ | 84½ | 92 |
| Methods of teaching | | 49½ | 17 | | 62 | 9 | 83 | 292 | 162 | 350½ | 512½ |
| Control | 403½ | 111½ | 64½ | | 44½ | 58 | 113 | 135 | 625½ | 304½ | 930 |
| Marks | 33 | 36 | | | | 23 | 7 | 136 | 40 | 195 | 235 |
| Failures | | | | | 23 | 5 | 23½ | 295 | 46½ | 300 | 346½ |
| Enrollment | 434 | 484 | 148½ | 352 | 22 | 15½ | 622 | 1,356 | 1,226½ | 2,207½ | 3,434 |
| Adult education | | | 31 | 32 | | | 207 | 77 | 238 | 109 | 347 |
| Publicity | | 3½ | | | | | 75 | 468 | 75 | 471½ | 546½ |
| Health | 20 | 11 | 78 | 13½ | 10½ | 87½ | 534 | 456½ | 642½ | 568½ | 1,211 |
| Library | 1½ | 7 | 11½ | 56 | | 14 | 50 | 58 | 63 | 135 | 198 |
| Visual education | | | 7½ | | 3 | | 174 | 131½ | 184½ | 131½ | 316 |
| Certificates | | | | | | | 18½ | 118 | 18½ | 118 | 136½ |
| Length of terms | | | | | | | 50½ | 104½ | 50½ | 104½ | 155 |
| Loan funds | 34½ | 51 | 11 | | 9 | | 5 | | 59½ | 51 | 110½ |
| Establishment of districts | | | | | | | 8½ | 45 | 8½ | 45 | 53½ |
| Surveys | | 6½ | | | | | 12 | 25 | 12 | 31½ | 43½ |
| School lands | 6 | 6 | | | | | 61½ | 208½ | 67½ | 214½ | 282 |
| Junior college | 278 | 263½ | | | | | 20 | 6 | 298 | 269½ | 567½ |
| Legislation | | | | | | | 455½ | 575 | 455½ | 575 | 1,030½ |
| Endowment funds | 277½ | 319 | | | | | | 3 | 277½ | 322 | 599½ |
| Taxes | | 7½ | | 12 | | | 315½ | 1,411 | 315½ | 1,430½ | 1,746 |
| Opening and closing | 368½ | 887½ | 460 | 327½ | | 146 | 1,070 | 6,919 | 1,898½ | 8,280 | 10,178½ |
| Bonds | | | 16 | 9 | | 7 | 883 | 962 | 899 | 978 | 1,877 |
| Extension service | 30 | 96½ | | | | | 9½ | 81½ | 39½ | 178 | 217½ |
| Equality of opportunity | | | | | | | 16 | 63½ | 16 | 63½ | 79½ |
| Moral and religious training | 30½ | 37 | | 4 | | 37 | 272 | 458 | 302½ | 536 | 838½ |
| School needs | 57 | 43 | | 15 | | 43 | 643 | 670 | 700 | 771 | 1,471 |
| Mental tests | 24 | 15½ | 5 | 12 | | | 110 | 67½ | 139 | 95 | 234 |
| Examinations | 2½ | | 2 | 16 | | 8 | 74½ | 427½ | 79 | 451½ | 530½ |
| Tuition | 34 | 5 | | 36½ | | | 59 | 61 | 93 | 102½ | 195½ |
| Summer school | 21 | 48 | | 7½ | | | 31 | 83 | 52 | 138½ | 190½ |
| Supervision | 4½ | 3½ | 19½ | 61½ | 2 | 2 | 51½ | 510 | 77½ | 577 | 654½ |
| School census | 21½ | 6 | 11 | 19 | | | 85 | 260 | 117½ | 285 | 402½ |
| Holidays and vacations | 12½ | 4 | 20 | 12 | | 5½ | 66½ | 201½ | 99 | 223 | 322 |
| Night schools | 4 | 16 | 11 | 3½ | 8 | | 569½ | 84½ | 592½ | 104 | 696½ |
| Consolidation | | | | 37½ | 7½ | 14 | 159½ | 424½ | 167 | 476 | 643 |
| Fire protection | | | 3½ | 11 | 2½ | | 138 | 195 | 144 | 206 | 350 |
| Junior high school | | | 66½ | 34½ | | | 83 | 30 | 149½ | 64½ | 214 |
| Teacherages | | | | | | | 114 | 62½ | 114 | 62½ | 176½ |
| Transfer of pupils | | | | | | | 103 | 341½ | 103 | 341½ | 444½ |
| Totals | 10,031½ | 9,516 | 8,407 | 17,311 | 1,262½ | 2,184½ | 22,984 | 60,204 | 42,685 | 89,215½ | |
| Grand total | | 19,547½ | | 25,718 | | 3,447 | | 83,188 | | | 131,900½ |

written as an editorial or a news story. Aside from giving one some idea of the editors' attitude toward matters of school interest, a separate treatment of news articles and editorials would be of little value here.

Explanation of terms.—Most of the terms used in Tables IV and V are self-explanatory, but a few may need a further word of explanation.

Under "school activities" the writer has collected all articles which referred to school activities other than athletics and the regular work of the school. Entertainments and club work are examples of what is meant by "school activities." The term "finance" covers all general discussion of school finance. "Salaries," "taxes," and "bonds," which could be placed under "finance" are given separately because they represent special and important branches of school finance. By "school policy" is meant all statements that sought to point out what a school's policy was, or ought to be, with regard to various school matters. "Honors" means any special recognition given to a pupil for meritorious work. By "educational progress" is meant any general reports on progress in education. Such articles were generally so detailed that they could not be broken up and otherwise classified. All material dealing with government and discipline of schools was placed under "control." "Marks" means any discussion of the practice of giving marks for the completion of school work. Clippings dealing with the certification of teachers were placed under "certificates." Any general discussion of school surveys was placed under "surveys"; this term, as used here, has no specific reference to the Texas Survey, which is considered in the next chapter.

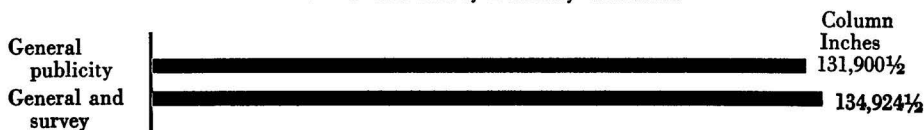
Interpretation of data.—It was stated above that the data on general school publicity are incomplete. For this reason all discussion of quantity of school publicity must be regarded as suggestive only. On the other hand, it was also stated that the data, with the exception of a few items, are probably representative of the period covered. In other words, the incompleteness of data, because every item of school interest is represented, is probably general and not

confined to a few items only. Accordingly, comparisons on the basis of the relative amount of space are significant.

As the figures stand, a total of 131,900½ inches of space was given to general school publicity for the period from July, 1924, to November, 1925. Of this amount the large dailies carried 42,685 and the small papers 89,215½ column inches. The amount of space given to the Texas Survey for the same period, as the next chapter will indicate more fully, was 3024 column inches, of which 1230 column inches were carried by the large newspapers and 1794 by the small papers. Adding these sums to the amount of space given to general school publicity would give a grand total of 134,924½ column inches for all Texas newspapers, or 43,915 for the large dailies and 91,009½ for the small newspapers. Figure 13 shows graphically the amount of space given by

FIGURE 13

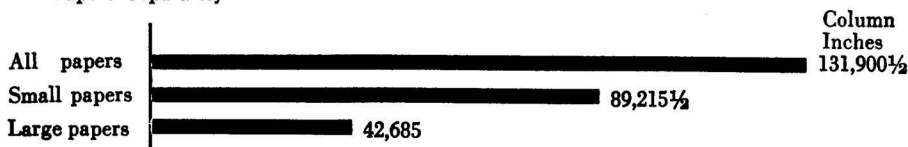
Comparing the Amount of Space Given to General School Publicity with the Amount Given to General and Survey Publicity Combined



all Texas newspapers to general school publicity and the amount given to general and Survey publicity combined. The figure demonstrates that the amount of space received by the Survey is negligible when compared with the amount of space given to the general items of school interest. Figure 14 further indicates the distribution of general school publicity between the large and the small newspapers.

FIGURE 14

Comparing the Total Amount of Space Given to General School Publicity by All Texas Newspapers for a Seventeen-month Period with the Amount of Space Given by the Large and Small Papers Separately



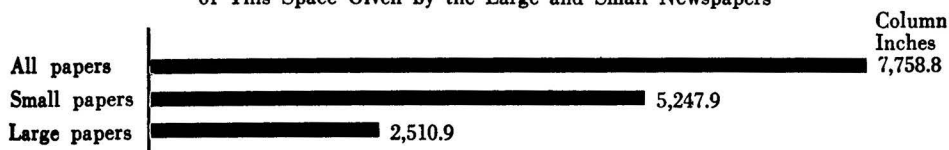
The figures given above might raise the question as to whether this is enough, too little, or too much space. No objective standards exist for answering this question. Furthermore, the incompleteness of the data makes impossible an accurate conclusion on this matter. A further analysis of the figures, however, might suggest a tentative conclusion on the adequacy of present newspaper school publicity.

The space given to the Texas Survey, because it is negligible when compared with the space given to the items of general school interest, need not be further considered at this point.

If the total amount of space given to general school publicity were expressed in pages, it would represent about 733 pages of a typical daily paper. The average amount of space per month of all newspapers is about 7758.8 column inches, the average number of column inches per month for the large papers being about 2510.9 and for the small papers about 5247.9. Those averages are further shown in Figure 15. Again, the incomplete data represent an average

FIGURE 15

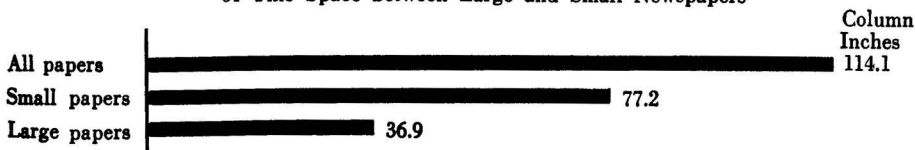
Showing the Average Amount of Space Per Month for All Newspapers and the Relative Amount of This Space Given by the Large and Small Newspapers



of about 1939.7 column inches per item of publicity for the seventeen-month period, or about 114.1 column inches per item per month. Figure 16 illustrates the average amount

FIGURE 16

Showing the Average Amount of General School Publicity Per Item Per Month and the Distribution of This Space between Large and Small Newspapers



of space given to each item of publicity and the distribution of this space between large and small newspapers.

The various averages enumerated in the preceding paragraph suggest that the public press is giving a considerable amount of space to the schools. This impression would be stronger if complete data could have been secured.

The real test of the adequacy of newspaper school publicity should, however, not be sought in a mere comparison of figures. The best test would be the change in attitude of the people toward their schools as a result of such publicity. But it would be difficult, or even impossible, to determine what the effect of newspaper school publicity has been in developing an appreciation for education, for there are other media, besides newspapers, through which school news is carried to the people. The progress of education in Texas would indicate, however, that newspaper school publicity, as a whole, has not been overdone, especially since the newspaper is probably the most important medium of school publicity now available.

The question might also be raised as to whether the amount of space given by the large and the small newspapers is in the right proportion. To answer this accurately, one would need to know the proportion of people that read the large and the small papers. The paid circulation of the papers would not answer the question, for many who are not subscribers have opportunity to read, and do read, the newspapers in public libraries and in other places. The fact that the small papers gave more than twice as much space to the schools than the large papers is noteworthy, however, for it shows that not only the people of the cities are being informed about their schools, but also that the story of the schools is carried to the people living in the smaller towns and in the rural communities.

Table IV also presents a monthly distribution of space. The monthly totals show that general school publicity was slightly concentrated near the beginning and decidedly concentrated at the close of the period. The periods of concentration and the decided increase in publicity toward the

close of the period are explained by several factors. In the first place, as stated above, the data are particularly incomplete for the first part of the period. In the second place, it was pointed out in the last chapter that school publicity tends to be concentrated at or near the beginning and the close of the school year. In the third place, there is probably a natural increase in the amount of space given to the schools from year to year. And, finally, the mere fact that the newspapers, as the next chapter will indicate, gave more space to the Survey at the beginning than at the close of the period, must be regarded as a factor. The combined effect of the four factors enumerated suggests an explanation of the monthly distribution of space.

Table IV, furthermore, presents a topical distribution of space, which calls for analysis next. The reader will note that there is a great variation in the relative amount of space given to the 68 items of publicity listed in the table. School activities lead the list with 14,723 column inches. Athletics are a close second with 13,188 column inches. There are two items, the opening and closing of schools and buildings and grounds, which received 10,178½ and 10,954 column inches of space respectively. Institutes received 7468½ and teachers 8361½ column inches. The newspapers gave 5652, 4562, and 4257 column inches, respectively, to the items of teachers' associations, finance, and courses of study. Educational progress, the value of education, and the school enrollment received between three thousand and four thousand column inches of space each, while education week and the aim of education received between two and three thousand each. There are 13 items which were given from one to two thousand column inches each, and 13 also which received from five hundred to one thousand column inches of space each. Two received between four hundred and five hundred column inches of space, six between three hundred and four hundred, five between two and three hundred, nine between one and two hundred, and four less than one hundred column inches of space each.

The emphasis on the items of school activities and athletics, however, clearly stands out, even though the figures for these topics, as shown above, are particularly incomplete as to the total amount of space given to them. These two items, as Figure 17 shows, received more than one-fifth of the total amount of space. This emphasis becomes all the more significant when it is remembered that there are 68 items of publicity in all, or when it is recalled that the average amount of space per item is only 1939.7 column inches.

It thus seems that the items of school activities and athletics have been over-emphasized. This impression is confirmed by the fact that both of these items refer to the same general phase of school life; namely, to extra-curricular activities. Extra-curricular activities are an important phase of school work; still, even though he accord them the maximum value claimed for them as educative agencies, one must admit that the amount of space given them is out of all proportion to their relative value, at least.

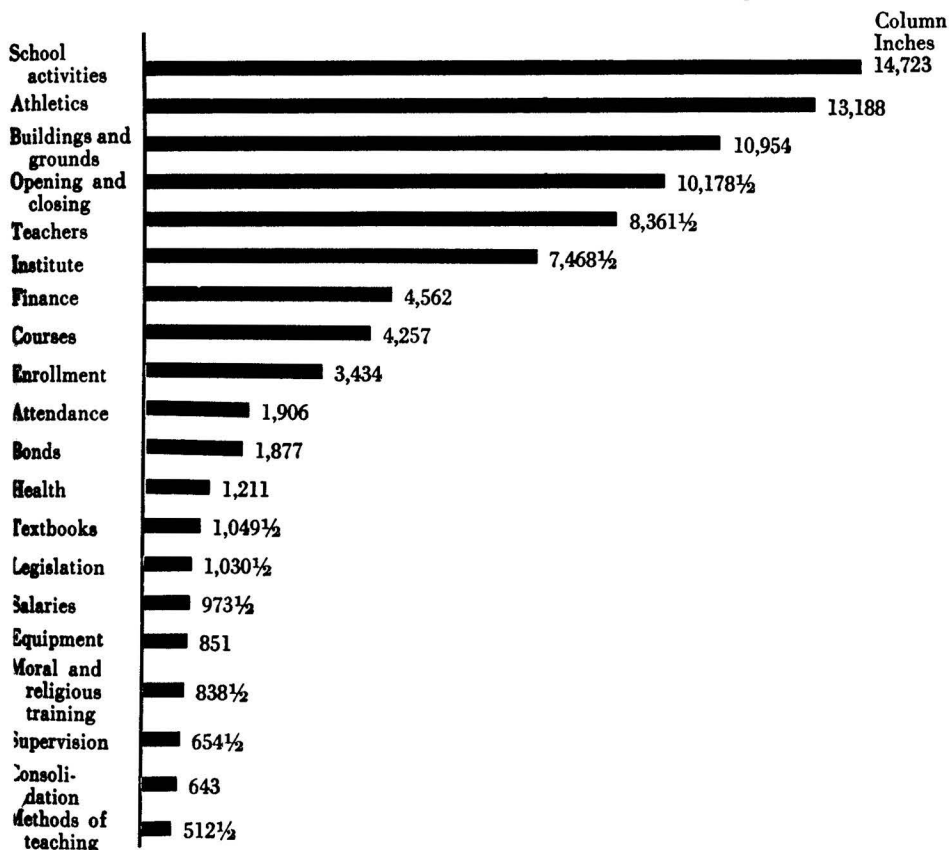
Two other items which received considerable emphasis need to be considered; these are the items of the opening and closing of schools, and buildings and grounds. They were almost equally emphasized, receiving $10,178\frac{1}{2}$ and 10,954 column inches of space, respectively. In the case of these items, however, the writer would hesitate to infer that they were actually over-emphasized. It is very important that the public be properly informed about the opening and closing of schools and about school needs in the matter of buildings and grounds. It is probably an over-emphasis relatively speaking only. In fact, most of the items upon which considerable emphasis was placed are very important and should have been emphasized. It is necessary to mention only the following: teachers, institutes, finance, courses, enrollment, education week, the value of education, and educational aims. Figure 17 gives a comparison of the relative amount of space given to school activities, athletics, and a number of other important items of publicity.

Using the average amount of space per item, or 1939.7 column inches, as a basis, there are, among these 68 items

of publicity, 15 that are of the average or above the average, leaving 53 below the average in this respect. These figures help to confirm the statement made before, that the great bulk of newspaper school publicity is today given to a few items.

FIGURE 17

Comparing the Amount of Space Given, under General School Publicity, by All Texas Newspapers to School Activities, to Athletics, and to Each of Several Other Important Items



The emphasis on the extra-curricular activities, together with the concentration of publicity at or near the beginning and close of the school year, further confirms an inference drawn in the preceding chapter; namely, that the schools

find mention in the newspapers today, not so much because of serious efforts of school officials to make the needs and work of the school known to the public, but because of efforts on the part of the newspapers to find news. In other words, it seems to be the newspaper, rather than the school, that is still largely taking the initiative in this work.

It was pointed out above that the large newspapers gave a total of 42,685 column inches of space to the general items of school interest and that the small papers gave 89,215½ column inches. This is slightly more than twice as much space for the small papers as was given by the large newspapers. This proportion holds fairly well for the separate items, as Table IV shows; but there are some marked exceptions. State and federal aid was given only 205½ column inches by the large papers, while the small ones accorded it 982 column inches. Again, the large newspapers gave only 603 column inches to education week, while the small papers gave 2173 column inches to this item. To the item of attendance the large and small papers gave 403½ and 1502½ column inches, respectively; to affiliation, 210 and 868½; to honors 383½ and 1151; to the value of education, 614½ and 2498; to the coöperation of patrons, 189 and 1256; to the aim of education, 625½ and 2049½; to control, 625½ and 3041½; to failures, 46½ and 300; to adult education, 238 and 109; to publicity, 75 and 471½; to health, 642½ and 568½; to visual education, 184½ and 131½; to certificates, 18½ and 118; to the establishment of districts, 8½ and 45; to taxes, 315½ and 1430½; to the opening and closing of schools, 1898½ and 8280; to mental tests, 139 and 95; to examinations, 79 and 451½; to supervision, 77½ and 577; to night schools, 592½ and 104; to consolidation, 167 and 476; to junior colleges, 298 and 269½; and to junior high schools, 149½ and 64½ column inches of space, respectively. This relative over-emphasis can be readily explained in most instances. Nearly every item that received relatively more space from the small newspapers represents a problem, or type of work, that is more or less peculiar to the smaller

towns and the rural communities. On the other hand, practically every item that was given relatively more space by the large newspapers represents a problem, or type of work, peculiar to the large cities. This leads one to conclude that the newspaper is today giving especial attention to the school problems peculiar to the section it serves.

It was shown above that the general school publicity efforts, taken as a whole, were not evenly distributed over the seventeen-month period under consideration. This uneven distribution of space, as a consequence, also applies to the publicity given to many separate items. In fact, some of the items, as Table IV shows, were neglected altogether in certain months. The item of school policy, for example, was given no mention during the months of September and October, 1924, and May, 1925. The item of parent-teacher associations received no mention in the months of July, August, September, and November, 1924. Methods of teaching were not discussed in the months of July, 1924, and January and April, 1925. The reader can easily pick out other instances of the omission of certain items in certain months. He will also note that occasionally the large newspapers omitted an item during a month in which the same item received mention in the small papers, and *vice versa*. The complete neglect of some items in some months is to be explained chiefly by the fact that either the total amount of space given to such items is small or that these items were of periodic importance only. The neglect of some items in certain months by either the large or the small papers can also, in general, be explained by the fact that the total amount of space received by such items is relatively small.

Table V presents a distribution of newspaper space by school levels. By "school level" is simply meant whether the news article or editorial referred to the college, to the high school, or to the elementary school. The table also provides for a general column, in which are placed such items as were general in nature and did not admit of being classified under one of the other three heads.

This part of the study has one very apparent limitation; namely, that more than one-half of the total amount of space (83,188 column inches) was of such a general nature, or so involved in its contents all of the school levels, that it had to be placed in the "general" column, no more definite classification being possible. This condition will make it difficult to draw the most definite conclusions regarding the distribution of space by school levels.

But, as the figures stand, there is here, as in the case of publicity in the *Dallas News*, a lack of proportion in the amount of space allotted to each school level. The college was given 19,547½ column inches, the high school 25,718, and the elementary school only 3447 column inches of space. But unlike the distribution of space in the *Dallas News*, it is here the high school, and not the college, that received the greatest emphasis. The other two levels stand in the same order of emphasis as for the *Dallas News*. For the large dailies alone, the order of emphasis is, however, exactly the same as for the *News*, which itself is one of the large dailies. In other words, the large dailies placed the greatest emphasis on the college level, and gave less space to the high school, and still less to the elementary school. According to the small newspapers, on the other hand, the three levels stand in the same order as for all newspapers combined; namely, high schools first, colleges second, and elementary schools last. The distribution of space by school levels is shown more clearly in Figures 18, 19, and 20.

FIGURE 18

Showing the Distribution, by School Levels, of General School Publicity in All Newspapers



FIGURE 19

Showing the Distribution, by School Levels, of General School Publicity in the Large Newspapers

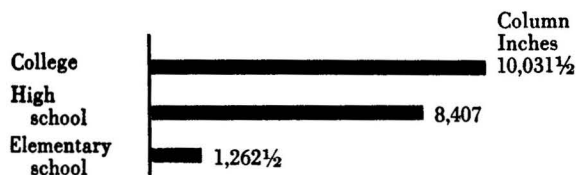
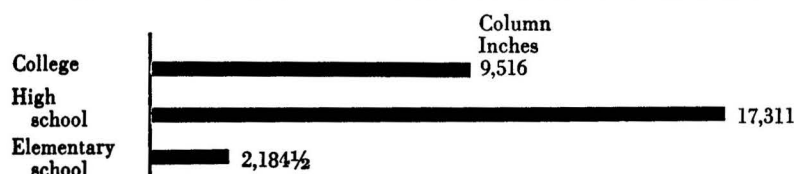


FIGURE 20

Showing the Distribution, by School Levels, of General School Publicity in the Small Newspapers



The general conclusion suggested by these figures is that the college is the chief object of publicity of the large dailies, and the high school of the small papers, while the elementary school occupies a minor position with both sets of papers.

Another question is why there is this lack of proportion in the distribution of space among the various levels of school work. Is it the general policy of newspapers to give more attention to certain levels of school work? Are some subjects of school interest considered of more importance under certain school levels? Do some school levels recognize more clearly the importance of publicity? Answers to such questions should help to explain the uneven distribution of space.

The study of the *Dallas News* recorded in the preceding chapter seemed to indicate, for that newspaper, that the colleges probably recognized more fully the value of, and need for, publicity, and that certain items of publicity were considered of more importance under the college level. It was also suggested in the last chapter that our colleges have to compete for students and that, therefore, they probably give more attention to publicity.

Do such explanations also hold true for all newspapers in general? To the large dailies, these statements clearly seem to apply. There are certainly a good many items to each of which the large newspapers gave more space under the college level than under the high-school or elementary-school level. Mention is made of the following: teachers, finance, school policy, athletics, buildings and grounds, attendance, and enrollment. And, peculiarly enough, these topics are similar to the ones that were emphasized under the college level in the *Dallas News*. It could also be gathered from the publicity experiences of all large dailies that they either cater to college news or that the colleges more fully recognize the value of publicity.

But such explanations do not at first seem to answer for the small newspapers, for these, as shown above, gave more space to the high schools than to the colleges. The larger amount of space given by the small papers to the high schools is, however, explained chiefly by the fact that these papers gave much more space to the items of athletics and other student activities under the high-school level than under the college level; and this, in turn, is explained by still other factors. In the first place, these topics constitute the chief items of school publicity at the present time. In the second place, just as the large daily probably caters somewhat to college news, so the small newspaper, because it is usually farther removed from the field of college life, probably places more stress upon the interests of the high school, especially in the matter of extra-curricular activities. Excepting the two items mentioned above, then, it can also be said that the small newspapers placed emphasis upon more items under the college than under the high-school level, and that the colleges have probably recognized the value of publicity more fully than the high schools have.

To summarize, it seems that newspapers are either inclined to give more attention to the college and high schools or that these schools more fully recognize the need and value of publicity, and that certain subjects are considered of more importance under these levels than under the elementary-school level.

The discussion and comparisons presented above suggest that the large daily has probably always given more space to the college than to the high school, although the proportion of space given to the high school seems to be increasing. The discussion has also shown that the small newspaper is now giving much more space to the high school than to the college. These statements suggest this question: Has the small newspaper always given more space to the high school? In the absence of comparative figures, it is impossible to answer this question. The fact that the proportionate amount of space given to the high school by the large daily seems to be increasing, might suggest however, that the small papers, too, are probably giving an increasing amount of space, relatively speaking, to the high school.

Another comparison is suggested by the foregoing discussion. This concerns itself with the number and nature of the items of publicity. The study of the publicity experiences of the *Dallas News* in its news and editorial columns, as a checking of Tables I and III will show, revealed a total of 45 different topics. Table IV, on the other hand, shows that, for all Texas newspapers, the number of topics mentioned in the news and editorial columns is 68. This represents an increase in the number of topics for the five years intervening between the two periods represented by the two sets of data of about 50 per cent. But such a comparison would not be strictly valid. In order to tell definitely whether or not there has been an actual increase in the number of items of publicity, it would be necessary to compare the same papers for the two periods under consideration. The writer did not separate the data for the purpose of making a more accurate comparison on this point. The amount of space given to the additional topics by all the newspapers seems to indicate, however, that most of the topics were mentioned by a rather large number of newspapers, and that there has been an actual increase in the number of items of school interest to which the press gives attention. This inference also seems to hold for either the large or the small newspapers taken separately.

For the same reasons, it is difficult to determine conclusively whether or not there has been any significant change in the nature of school topics discussed by the newspapers. One would again have to compare the same paper or papers for the two periods in order to tell accurately whether or not there has been any change in the general character of newspaper school publicity. The topics presented by the *Dallas News* for the year 1919 appear, almost without exception, in Table IV, which represents the publicity practices of all Texas newspapers for the later period. Topics of more or less temporary significance, of course, do not recur. And most of the additional topics given in Table IV, as already pointed out, seem to have been mentioned by a large number of newspapers. These conditions lead to two general inferences: (1) there is a tendency for newspapers to continue to carry items of school interest once mentioned by them, unless such items are of temporary significance; (2) there seems to be a tendency for newspaper school publicity to become more extensive by increasing the number of items it covers.

Summary of the chapter.—The contents of this chapter may be summarized under the following points.

(1) The discussion dealt with the general publicity activities of Texas newspapers for the period from July, 1924, to November, 1925, inclusive.

(2) The materials for this part of the study were obtained through a newspaper clipping bureau, which supplied clippings from all the newspapers published in the State of Texas. The data, although incomplete, are representative and make significant comparisons possible.

(3) The total amount of space given by the press to the general items of school interest for the period under consideration is 131,900½ column inches. Of this amount the large dailies gave 42,685 and the small papers 89,215½ column inches. For several reasons, this amount of space, although incomplete, suggests that the public press is giving considerable attention to school news: (a) the total amount of space would cover about 733 pages of a typical

daily paper; (b) the average amount of space per month for all newspapers is about 7758.8 column inches, and (c) it represents an average of about 1939.7 column inches per item for the seventeen-month period.

(4) The fact that the small newspapers gave more than twice as much space as the large dailies gave seems to indicate that the story of the school is being carried to rural and town communities as well as to the cities.

(5) This general study further confirmed the impression that newspaper school publicity is concentrated at or near the beginning and the close of the school year. This seems to indicate that school publicity has not yet fully come to be of a regular and continuous nature, which would make it more effective.

(6) A total of 68 items of school interest received attention during this period.

(7) There seems to be a tendency for newspaper school publicity to become more extensive, by increasing the number of topics it covers, and consequently the amount of space it gives. There also seems to be a tendency for the press to continue to carry topics which it has taken up, unless they are merely of temporary significance.

(8) There is a great variation in the amount of space given to the various items of school publicity. The variation ranges from 79½ column inches for the problem of equalizing educational opportunity to 14,723 for student activities, the average per item being about 1939.7 column inches. The topics of student activities and athletics received more than one-fifth of the total amount of space. Only fifteen of the 68 items are of the average or above the average in the amount of space received. The tendency is, therefore, for newspapers to concentrate their school publicity efforts upon a few topics.

(9) The proportion of space given by the large and small newspapers in total also holds, in general, for the items taken separately; but there are some marked exceptions, most of which can be readily explained. Many of the items

that received relatively more space from the small newspapers represented problems, or types of work, that are more or less peculiar to the smaller towns and the rural communities. On the other hand, many of the items that were given relatively more space by the large dailies represented problems, or types of work, peculiar to the large cities. The inference is that the newspaper is today giving especial attention to those school problems which are peculiar to the section it serves.

(10) The distribution of space by school levels was also found to be very unequal. The college is the chief object of publicity of the large dailies, and the high school of the small newspapers, with the elementary school occupying a minor position with both sets of papers. For the large and small newspapers combined, the school levels stand in the following order of importance: the high school, the college, and the elementary school. The large amount of space given to the high school by the small papers, which clearly over-balances the amount given to the same level by the large dailies, is due chiefly to the great emphasis these papers placed upon athletics and other student activities. The tendency seems to be for the press, as a whole, to give an increasing amount of space to the high school; but the college probably still recognizes more clearly than the high school the value of, and the need for, publicity.

(11) Because present-day school publicity gives so much space to topics of a sensational nature, and because school publicity is so unevenly distributed over the school year, it seems that it is still largely the newspaper which is taking the initiative in this work.

CHAPTER IV

THE NEWSPAPER IN SURVEY PUBLICITY

Purpose of the chapter.—The newspaper has taken an important part in giving publicity to the findings of educational surveys. A study¹ made by the writer has shown that eight uses are now being made of the newspaper in state-wide survey publicity, as follows: (1) publishing editorials on the surveys, (2) publishing articles on school needs, (3) giving a summary of the survey report, (4) publishing articles on school conditions, (5) giving reports of meetings held to discuss the surveys, (6) publishing proposed legislation, (7) publishing feature articles on the proposed surveys, and (8) presenting pictures of school conditions. Several of these uses were observed by the newspapers of Texas in giving publicity to the recent Educational Survey. The press discussed the aims of the proposed survey, pictured the school conditions as found, reported the meetings held to discuss the survey, and set forth the proposals for improvement made by the survey staff.

Because the newspaper clippings collected for this study cover the period of greatest activity in survey publicity in Texas, and because the ultimate success of the Texas Survey will depend upon the thoroughness with which the people are informed regarding its findings, the writer wishes to include in this study an analysis of the survey publicity practices of Texas newspapers. The purpose of this chapter, then, is (1) to ascertain the amount, nature, and distribution of the publicity given by Texas newspapers to the Survey, and (2) to judge of the adequacy of such publicity.

Source of data and method of treatment.—The materials for this part of the study, like those used in the preceding

¹See *Educational Administration and Supervision*, February, 1927, pp. 109–116.

chapter, were obtained by subscribing to a newspaper clipping bureau. This brought clippings on survey publicity from all newspapers published in the State of Texas. Likewise the materials used in this chapter cover the period from July, 1924, to November, 1925, inclusive. This period was selected because it begins with the completion of the field work of the Survey, and because it is the period of greatest activity in making the findings of the Survey known to the people. This does not mean that the newspapers were not used before and during the field work of the Survey. Some use of the press was made at these periods; but the greatest activity of the newspapers did not occur until after the completion of the field work, and it is this activity that the writer proposes to analyze in this chapter.

The newspaper clippings on the general items of school publicity, as the last chapter has shown, were somewhat incomplete. As to the clippings on the various phases of survey publicity, the writer received the repeated assurance of the clipping bureau that they were complete for all newspapers. Comparisons of a quantitative nature on survey publicity are, therefore, significant.

In Table VI is given the material bearing on the Texas Survey. The organization of the data is, in general, the same as that used for the data on general school publicity of the foregoing chapter. The table shows that the material is organized under the various items to which the clippings referred, such as the publication and distribution of the Survey report, the teachers, courses of study, and so forth. The material is also organized by months. Furthermore, the table shows what amount of the publicity appeared in the large daily papers and how much appeared in the smaller newspapers of the State. In Table VII is given the distribution of space by school levels.

The amount of space in each instance is shown in column inches. By a "column inch," as the reader will recall, is meant an article one inch long and occupying the width of one column in the paper. The reasons for adopting this

TABLE VI
School Survey Publicity in Texas Newspapers

| Items of Publicity | SPACE IN COLUMN INCHES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Grand Total Large and Small Papers | | | | |
|--|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------------------------------|--------|-------|-----|------|
| | July, 1924 | | August | | September | | October | | November | | December | | January, 1925 | | February | | March | | April | | May | | June | | July | | August | | September | | October | | November | | | Totals | | | |
| | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | | | | | |
| Publication and distribution of report | | | 7½ | 5 | 14½ | 1½ | | | 4 | | | | | | | | | | | | | | 3½ | 4½ | 1½ | | 3 | | | | | | | 30 | 15 | 45 | | | |
| Teachers | | | 7 | 29 | 12 | 46½ | | 14 | 39 | 5 | 68½ | 66 | 10½ | 50 | | | | | | | | | | | | | | | | | | | 137 | 210½ | 347½ | | | | |
| Courses | | | 13 | 13½ | 48 | 66 | | 6 | | 2½ | 16 | | 7 | | | | | | | | | | | | 12 | | | 14½ | | | 22 | | | 96 | 124½ | 220½ | | | |
| Publicity | | | | 4 | | | | 5½ | | | | 19½ | | | | | | | | | | | 3 | | | | | | | | 13½ | | 8 | 3 | 50½ | 53½ | | | |
| Legislation | | | | | 1 | 4½ | | | 40 | 20½ | | 4 | | | | 2½ | | | | | | | 14 | 7 | | | | | | | | 13½ | 12 | 71 | 48 | 119 | | | |
| History of the survey | | | | | | 6 | | | | | | 3½ | | | | | | | | | | | | | | | | | | | | | 3½ | 6 | 9½ | | | | |
| Recommendations | | | | | | 3½ | | | 55½ | 55 | 12½ | 50½ | | | 35 | | 21 | | | | | | | | | | | | 6½ | 13½ | 8 | | | 138½ | 122½ | 261 | | | |
| Completion of the survey | | | | | 8½ | 2½ | | 3 | | 2 | | | 6½ | | | | | | | | | | | | | | | | | | | | | 15 | 7½ | 22½ | | | |
| Value and purpose of the survey | | | | | 2 | 1 | | 4 | | | | | | | | | 4½ | | | | | | | | | | | | | | | | | 2 | 9½ | 11½ | | | |
| Constitution and education | | | | | | | 5 | 29 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | 14 | 29 | 43 | | | |
| State board of education | | | | | | | 4 | 7 | | | 10 | 14 | | | | | | | | | | | | | | | | | | | | | | 14 | 21 | 35 | | | |
| Textbooks | | | | | | | | 6½ | | | | 22½ | | | | | | | | | | | | | | | | | | | | | | 0 | 29 | 29 | | | |
| Rank of Texas in expenditures | | | | | | | 98 | 189½ | | 34½ | | 8½ | | | | | | | | | | | | | | | | | | | | | 98 | 232½ | 330½ | | | | |
| Achievement of pupils | | | | | | | 74½ | 47½ | | 4½ | | | | | | | | | | | | | | | | | | | | | | | | 74½ | 52 | 126½ | | | |
| Junior college | | | | | | | 10½ | 26½ | | | | 7 | | | | | | | | | | | | | | | | | | | | | | 10½ | 33½ | 44 | | | |
| Junior high school | | | | | | | | 47½ | | | 14 | 7 | | | | | | | | | | | | | | | | | | | | | | 14 | 54½ | 68½ | | | |
| Enrollment | | | | | | | | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 9 | 9 | | | |
| Organization and administration | | | | | | | | 7½ | 71 | 7 | 16½ | | | | | | | | | | | | | | | | | | | | | | | 87½ | 14½ | 102 | | | |
| State superintendent | | | | | | | | | 4 | 12 | 9 | 2 | | | | | | | | | | | | | | | | | | | | | | 13 | 14 | 27 | | | |
| Length of term | | | | | | | | | 4 | | | | | | | | | | | | | | | | | | | | 15 | | 14 | | | 4 | 50½ | 54½ | | | |
| County superintendent | | | | | | | | | 20 | 23 | 26 | 21 | | | | | | | | | | | | | | | | | | | | | | 15½ | 33½ | 8½ | 61½ | 86 | 147½ |
| Educational needs | | | | | | | 7 | | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | 22 | 0 | 22 | | |
| Location of teachers' colleges | | | | | | | | | 11 | 14½ | | | | | | | | | | | | | | | | | | | | | | | | | 11 | 14½ | 25½ | | |
| Buildings and grounds | | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 0 | 2 | | |
| Rate of assessment | | | | | | | | | 6 | 20 | | 15 | 22 | 79 | | | | | | | | | | | | | | | | | | | 22 | | 10 | 28 | 146 | 174 | |
| Apportionment of funds | | | | | | | | | 8 | 17 | | 8½ | | 2½ | | | | | | | | | | | | | | 22 | | | | | 17 | | | 8 | 67 | 75 | |
| Attendance | | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 0 | 2 | | |
| Coördination of colleges | | | | | | | | | 63 | 10½ | | | 5 | 20 | | | | | | | | | | | | | | | | | | | | | 83 | 15½ | 98½ | | |
| Establishment of districts | | | | | | | | | 2½ | | 19½ | 23½ | | 14½ | | | | | | | | | | | | | | | | | | | | | 36½ | 23½ | 60 | | |
| School boards | | | | | | | | | 17 | 28 | 28½ | 13½ | | | | | | | | | | | | | | | | | | | | | | | 45½ | 41½ | 87 | | |
| Extension service | | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 0 | 2 | | |
| Plan of taxation | | | | | | | | | | 27 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 27 | 27 | | |
| Endorsements of survey by institutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 15 | 17½ | | | | | 15 | 17½ | 32½ | | |
| Cost of survey | | | | | | | | | | | | | | | | | | | | | | | 3 | 1½ | | | | | | | | | | | 3 | 1½ | 4½ | | |
| Rural course of study | | | | | | | | | 26½ | 18½ | | | 6 | | | | | | | | | | | | | | | | | | | | | | 26½ | 24½ | 51 | | |
| Personnel of commission and staff | | | | | | | | | | | | | | | | | | | | | | | 13½ | 3 | | | | | | | | | | | 13½ | 3 | 16½ | | |
| Consolidation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | | | | 0 | 2 | 2 | | |
| Equality of opportunity | | | | | | | | | | | | 37½ | | 16½ | | | | | | | | | | | | | | | | 8 | 17 | | | | 8 | 71 | 79 | | |
| Field work of survey | | | | | | | | | | | | 1½ | | | | | | | | | | | | | | | | | | | | | | | 0 | 1½ | 1½ | | |
| Salaries | | | | | | | | | | | 4 | 44½ | | 30 | | | | | | | | | | | | | | | | | | | | | 4 | 74½ | 78½ | | |
| School and life | | | | | | | | | | | 24 | 38 | | 6 | | | | | | | | | | | | | | | | | | | | 24 | 44 | 68 | | | |
| Negro education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 9 | 0 | 9 | | |
| Totals | 0 | 0 | 27½ | 51½ | 86 | 131½ | 199 | 402½ | 397½ | 305½ | 252 | 404 | 46 | 195 | 69½ | 0 | 23½ | 4½ | 0 | 0 | 0 | 0 | 37 | 37½ | 13½ | 0 | 3 | 36½ | 38½ | 65 | 23½ | 122 | 13½ | 38½ | 1,230 | 1,794 | | | |
| Grand total | 0 | | 79 | | 217½ | | 601½ | | 703 | | 656 | | 241 | | 69½ | | 28 | | 0 | | 0 | | 74½ | | 13½ | | 39½ | | 103½ | | 145½ | | 52 | | | | 3,024 | | |

unit of measurement were discussed in the last chapter and need not be repeated here.

Like the clippings on general school publicity, some of the articles on the Survey referred to one item only, while others had reference to several. In cases where several items were mentioned, the amount of space was divided among the several items touched upon, on the basis of the amount of space each item actually received. In no case was any space counted twice, so that the total number of column inches given is the actual amount of space covered.

The newspaper, as was stated in the last chapter, can ordinarily be divided into three departments; namely, the news columns, the editorial columns, and the advertising section. Since there was no paid newspaper advertising used to give publicity to the Survey, this chapter will have nothing to say about newspaper advertising. But both the news columns and the editorial columns were employed to give publicity to the Survey, and the discussion will deal with the material appearing in these two departments. All the material, both news articles and editorials, however, is organized here, as in the last chapter, under the caption of news articles. The clipping bureau failed to separate the editorials from the news articles, and it was impossible to separate them with any degree of accuracy later.

Explanation of terms.—Most of the terms used in Tables VI and VII are self-explanatory; a few, however, may need a further word of explanation.

The term "legislation" has reference to proposed legislation based on the Survey. "Recommendations" covers those articles that referred to the recommendations of the Survey in general, without placing emphasis on any in particular. Under "constitution and education" were placed all the materials bearing upon the limitations imposed upon education by the Constitution of the State. The term "educational needs" covers the clippings that discussed in general the educational needs of the State. In the resolutions adopted by teachers' institutes were sometimes found endorsements of the Educational Survey; these were placed

under "endorsements by institutes." Finally, articles dealing with the importance of providing a curriculum that prepared for life were collected under "school and life."

Interpretation of data.—During the period from July, 1924, to November, 1925, inclusive, the total amount of space given to the Survey by the newspapers of Texas was 3024 column inches. Of this amount the large dailies carried 1230 and the small newspapers 1794 column inches.

The figures just given might raise the question as to whether this is enough, too little, or too much space. No objective standards exist for answering this question. However, when one considers the fact that this is the total amount of space given by all Texas newspapers for a period of seventeen months, and that the Survey report consists of eight volumes, he is forced to the conclusion that this total is not large for such an important subject.

The average amount of space per month for all newspapers is about 178 column inches, the average number of column inches per month for the large papers being about 72.5 and for the small papers about 105.5. These averages again impress the writer as being extremely small.

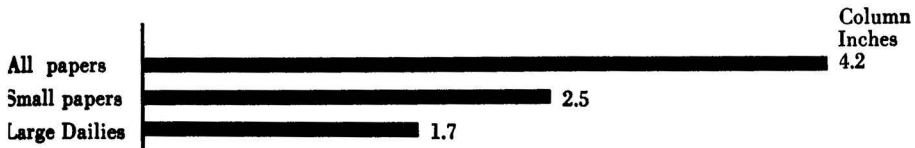
Another way to judge of the adequacy of survey publicity in Texas newspapers, is to compare the number of items of publicity with the total amount of space. The reader will note that there are 42 different items of publicity given in Table VI. This gives an average of 72 column inches per item for the seventeen-month period, or about 4.2 column inches per item per month. Or, taking the figures separately for the large and the small papers, one finds that they represent an average number of column inches per item per month for the large papers of 1.7 and for the small papers of about 2.5. This comparison is pictured in Figure 21. Such figures further confirm the impression that survey publicity in Texas newspapers has been very meager.

TABLE VII
A Column Inch Distribution of Survey Publicity by School Levels

| Items of Publicity | College | | High School | | Elementary School | | General | | Totals | | Grand Total |
|--|--------------|--------------|--------------|--------------|-------------------|--------------|--------------|--------------|--------------|--------------|------------------------|
| | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large Papers | Small Papers | Large and Small Papers |
| Publication and distribution of report | | | | | | | 30 | 15 | 30 | 15 | 45 |
| Teachers | 8½ | | 19 | 81 | 55½ | 26 | 54 | 103½ | 137 | 210½ | 347½ |
| Courses | | 4½ | 96 | 70 | | 15½ | | 34½ | 96 | 124½ | 220½ |
| Publicity | | | | | | | 3 | 50½ | 3 | 50½ | 53½ |
| Legislation | | | | | | | 71 | 48 | 71 | 48 | 119 |
| History of the survey | | | | | | | 3½ | 6 | 3½ | 6 | 9½ |
| Recommendations | 16 | | | | | | 122½ | 122½ | 138½ | 122½ | 261 |
| Completion of the survey | | | | | | | 15 | 7½ | 15 | 7½ | 22½ |
| Value and purpose of the survey | | | | | | | 2 | 9½ | 2 | 9½ | 11½ |
| Constitution and education | 9 | | | | | | 5 | 29 | 14 | 29 | 43 |
| State board of education | 6 | 3 | | | | | 8 | 18 | 14 | 21 | 35 |
| Textbooks | | | | | | | | 29 | | 29 | 29 |
| Rank of Texas in expenditures | | 10½ | | | | | 98 | 222 | 98 | 232½ | 330½ |
| Achievement of pupils | | | 5 | 12 | 55 | 38 | 14½ | 2 | 74½ | 52 | 126½ |
| Junior college | 10½ | 33½ | | | | | | | 10½ | 33½ | 44 |
| Junior high school | | | 14 | 54½ | | | | | 14 | 54½ | 68½ |
| Enrollment | | | | 9 | | | | | | 9 | 9 |
| Organization and administration | 51 | 7 | | | | | 36½ | 7½ | 87½ | 14½ | 102 |
| State superintendent | | | | | | | 13 | 14 | 13 | 14 | 27 |
| Length of term | | | | | | | 4 | 50½ | 4 | 50½ | 54½ |
| County superintendent | | | | | | | 61½ | 86 | 61½ | 86 | 147½ |
| Educational needs | 15 | | | | | | 7 | | 22 | | 22 |
| Location of teachers' colleges | 11 | 14½ | | | | | | | 11 | 14½ | 25½ |
| Buildings and grounds | 2 | | | | | | | | 2 | | 2 |
| Rate of assessment | | | | | | | 28 | 146 | 28 | 146 | 174 |
| Apportionment of funds | | | | | | | 8 | 67 | 8 | 67 | 75 |
| Attendance | | | | | | | 2 | | 2 | | 2 |
| Coördination of colleges | 83 | 15½ | | | | | | | 83 | 15½ | 98½ |
| Establishment of districts | | | | | | | 36½ | 23½ | 36½ | 23½ | 60 |
| School boards | 12 | 9 | | | | | 33½ | 32½ | 45½ | 41½ | 87 |
| Extension service | 2 | | | | | | | | 2 | | 2 |
| Plan of taxation | | | | | | | | 27 | | 27 | 27 |
| Endorsement of survey by institutes | | | | | | | 15 | 17½ | 15 | 17½ | 32½ |
| Cost of survey | | | | | | | 3 | 1½ | 3 | 1½ | 4½ |
| Rural course of study | | | | | | | 26½ | 24½ | 26½ | 24½ | 51 |
| Personnel of commission and staff | | | | | | | 13½ | 3 | 13½ | 3 | 16½ |
| Consolidation | | | | | | | | 2 | | 2 | 2 |
| Equality of opportunity | | | | | | | 8 | 71 | 8 | 71 | 79 |
| Field work of survey | | | | | | | | 1½ | | 1½ | 1½ |
| Salaries | | | | | | | 4 | 74½ | 4 | 74½ | 78½ |
| School and life | | | | | | | 24 | 44 | 24 | 44 | 68 |
| Negro education | | | | | | | 9 | | 9 | | 9 |
| Totals | 226 | 97½ | 134 | 226½ | 110½ | 79½ | 759½ | 1,390½ | 1,230 | 1,794 | |
| Grand total | | 323½ | | 360½ | | 190 | | 2,150 | | | 3,024 |

FIGURE 21

Showing the Amount of Survey Publicity Per Item Per Month for All Newspapers and the Amount for the Large Dailies and the Small Papers Separately



The question might also be raised as to whether the amount of space given by the large and by the small papers is in the right proportion. To answer this question accurately, it would be necessary here, as in the case of general school publicity, for one to know how many people read the large papers and how many read the small papers. This, as pointed out in the last chapter, is difficult to determine. The writer thinks that it is significant and noteworthy, however, that the small papers taken together gave more space to the Survey than the large ones. This seems to indicate that some information of the Survey reached every part of the State.

Table VI shows that there are two months (February and July, 1925) in which the Survey did not receive mention in the small papers at all. This fact is not so significant when it is noted that for the same months the large dailies gave only $69\frac{1}{2}$ and $131\frac{1}{2}$ column inches, respectively. During most of the other months the ratio of distribution seems to hold fairly well.

The monthly totals show that the survey publicity efforts were decidedly concentrated near the beginning of the period, and slightly concentrated at the close of the period. This concentration, distribution, and trend of survey publicity is more graphically pictured in several of the accompanying figures. Figure 22 shows the monthly distribution of survey publicity in the large newspapers; Figure 23, the distribution of survey publicity in the small papers; and Figure 24 gives a general distribution of space. Figure 24, in other words, is a combination of Figures 22 and 23.

FIGURE 22

Showing the Distribution and Trend of Survey Publicity in the Large Newspapers

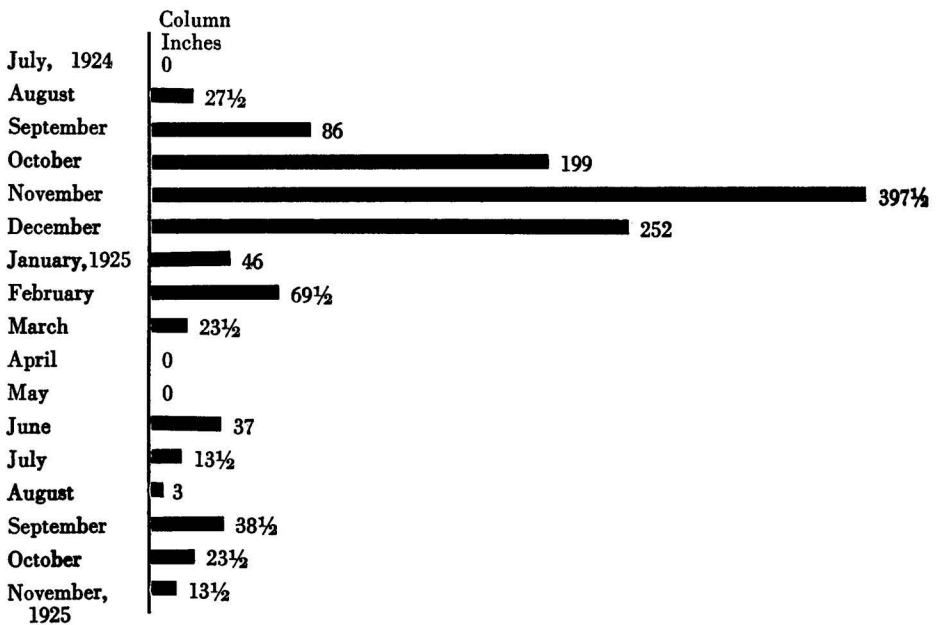


FIGURE 23

Showing the Distribution and Trend of Survey Publicity in the Small Newspapers

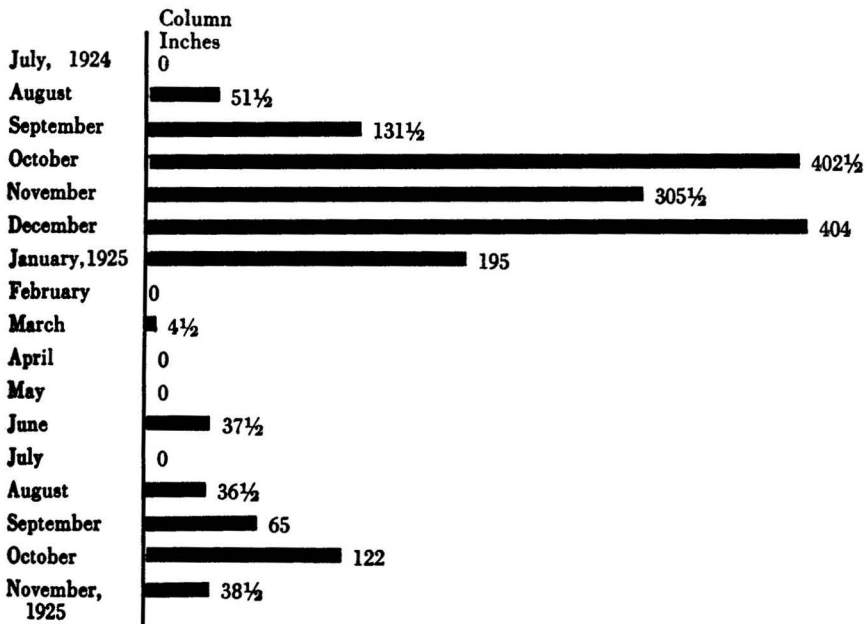
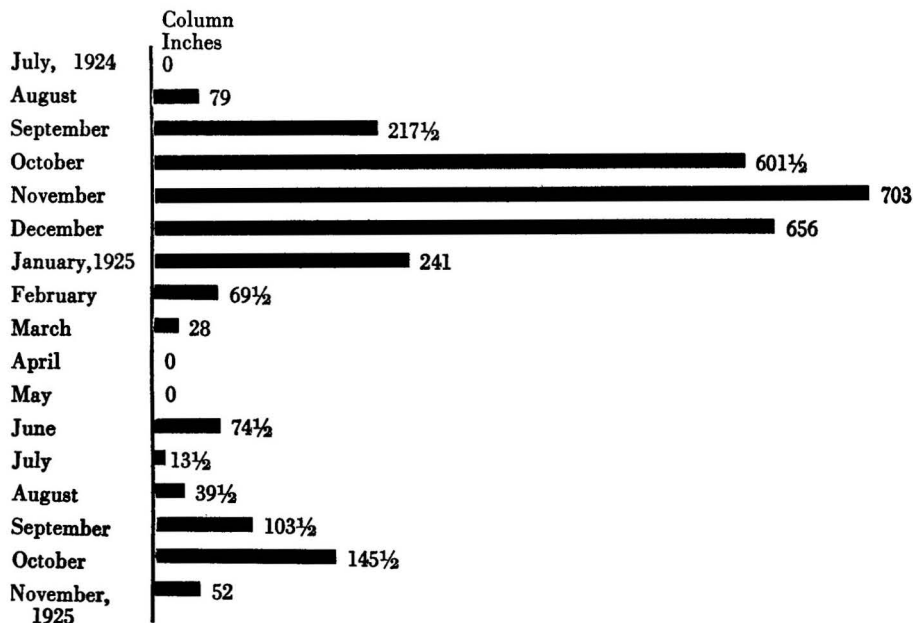


FIGURE 24

Showing the Distribution and Trend of Survey Publicity in All Newspapers



The figures clearly show the concentration of survey publicity near the beginning and near the close of the period; *i. e.*, in the months of October, November, and December of 1924 and in the months of September, October, and November of 1925. Each of the figures also shows the complete absence of survey publicity in July, 1924, and in April and May, 1925. Furthermore, Figure 23 indicates that survey publicity received no attention by the small newspapers during the months of February and July, 1925.

November (1924) is the banner month in school survey publicity for the large newspapers and also for all newspapers taken together, as Figures 22 and 24 show. But for the small newspapers, as Figure 23 illustrates, December (1924) is the leading month, with October a close second. This suggests that the small papers *trailed* the large ones.

This trailing of the large by the small papers is also suggested by the second point of concentration of survey publicity. In this second period, Figure 22 shows that, for the large newspapers, September (1925) is the leading month, while for the small papers, as Figure 23 shows, October is the banner month. This trailing of the large papers by the small ones can be partly explained by the fact that the small newspapers, being chiefly weekly papers, are usually slower in seizing upon and publishing general news. The other explanation is that the Survey news probably reached the large newspapers first and that the small papers often got their information from the large ones.

This question immediately arises: Why were the survey publicity efforts thus concentrated near the beginning and near the end of the period? A number of factors must be mentioned in explanation of the distribution of publicity at the beginning of the period. The field work of the Survey, as stated above, was completed about August 1, 1924. The fact that no mention of the Survey was made during July seems to indicate that comparatively little material was given to the newspapers while the field work was in progress. Furthermore, one would expect the amount of space to increase gradually after publicity in the newspapers did get under way. Thus one would naturally expect a rapid increase in the amount of space a few months later. It is a different matter to explain why the amount of space fell off so rapidly in January and why it continued to decline until in April and May, when there was no mention of the Survey at all. The Survey report was supposed to have been available in its published form by December 1, 1924. As a matter of fact, not all of the eight volumes had appeared by July, 1925. This delay in the publication of the report no doubt had some influence in causing interest to lag, and partly explains the decline in survey publicity. Every one seemed to be waiting for the report to appear. The decline in the amount of space given to the Survey is further explained by efforts made to suppress the publicity of survey findings until after the publication of the report.

The nature of the distribution of space near the close of the period can also be explained. The resumption of publicity in June, 1925, is accounted for by the fact that some of the volumes of the Survey report had been received from the press and had begun to be distributed. The more rapid increase in the amount of space for September and October came as a result of the attention given to the Survey by the teachers' institutes held during the early fall months. After these institutes, a decline in publicity again set in.

The reader will also note that there is a great variation in the amount of space given to the various items. Teachers lead the list with $347\frac{1}{2}$ column inches. The rank of Texas in expenditures is a close second, with $330\frac{1}{2}$ column inches. There are two items, the general recommendations of the Survey and courses of instruction, which received 261 and $220\frac{1}{2}$ column inches of space, respectively. Legislation, the achievement of pupils, organization and administration of schools, the county superintendent, and the rate of property assessments received between one hundred and two hundred column inches each. Then, there are eleven items to each of which between fifty and one hundred column inches were given. Nine items received between twenty-five and fifty column inches of space, four between ten and twenty-five, three between five and ten, and six less than five column inches of space.

But the emphasis on the items of teachers and the rank of Texas in expenditures clearly stands out. These two items, as Figure 25 shows, received more than one-fifth of

FIGURE 25

Comparing the Total Amount of Survey Publicity with the Amount Given to the Items of Teachers and the Rank of Texas in Expenditures



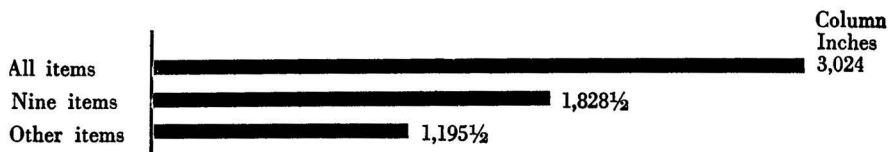
the total amount of space. This emphasis becomes more significant when one remembers that there are 42 items of publicity in the table, or when it is recalled that the average amount of space per item is 72 column inches. Teachers are an important part of a school system; and the expenditure of funds is an important matter. These facts and the fact that teachers in Texas, especially rural teachers, are much below the standard in qualifications, and that the comparison of Texas with other states in expenditures makes some startling and interesting disclosures, probably account for the emphasis on these two items. But this does not necessarily mean that too much space was given to these items. To the writer it means that other items should have received more space and that these items themselves might even yet be under-emphasized.

The item of recommendations, that is, the item that refers to all general discussion of the recommendations made by the Survey, is next in rank with 261 column inches of space given to it. Comparatively speaking, this represents a great emphasis on this subject. But here again the writer would hesitate to infer that this item was actually over-emphasized. It is an important matter to get the public to understand the recommendations made by the Survey, and there is an over-emphasis relatively speaking only. As for that matter, all of the items upon which considerable emphasis was placed,—teachers, the rank of Texas in expenditures, courses of study, proposed legislation, the recommendations made by the Survey, the achievement of pupils, the organization and administration of schools, the county superintendent, and the rate of property assessment,—are very important items and should have been emphasized.

That the emphasis upon the nine topics just enumerated is considerable, relatively speaking, is clearly shown by Figure 26. This figure shows that these nine items of survey publicity received $1828\frac{1}{2}$ column inches of space, or slightly more than three-fifths of the total amount of space, while the other 33 items received a total of only

FIGURE 26

Showing the Amount of Space Given to All Items of Survey Publicity, the Amount Given to the Nine Leading Items, and the Amount Received by the Remaining 33 Items



1195½ column inches. These figures show that survey publicity, like general school publicity, was concentrated upon a few items.

Using the average amount of space per item, or 72 column inches, as a basis for comparison, there are, among these 42 items of publicity, thirteen that are of the average or above the average, leaving 29 below the average in this respect.

Table VI also shows that four items were not mentioned in the small newspapers. These are the items of educational needs, the extension service rendered by schools, the school attendance, and the education of the negro. But these are all subjects to which very little publicity was given. On the other hand, there are five items, namely, textbooks, the school enrollment, a suggestive plan of taxation for Texas, the consolidation of schools, and the field work of the survey, to which the large papers gave no publicity. These, too, are items that received very little space.

While, as a whole, the two sets of papers placed somewhat equal emphasis on the same topics, yet there are some marked exceptions to this rule. The small newspapers gave 210½ column inches of space to the item of teachers; the large ones only 137. The large papers gave only three column inches to the item of school publicity, while the small ones gave 50½ column inches to this topic. Again, the small papers gave 232½ column inches of space to the rank of Texas in expenditures, while the large ones gave only 98. To the item of junior high schools, the large and the small newspapers gave 14 and 54½ column inches, respectively; to the organization and administration of schools, 87½ and

14½; to the length of school terms, 4 and 50½; to the rate of property assessment, 28 and 146; to the apportionment of school funds, 8 and 67; to the coördination of colleges, 83 and 15½; to the matter of providing equality of educational opportunity, 8 and 71; and to the item of salaries, the large and the small newspapers gave 4 and 74½ column inches of space, respectively.

A glance at Table VI will, furthermore, show that the publicity given to each item is not evenly distributed over the whole period. It will be found that some items were greatly stressed in one month, or in several months, and barely mentioned or not at all mentioned in others. The junior college, for example, was mentioned in October and December (1924), and not in the other months. The coördination of colleges was discussed only in the month of November (1924). The relation of the Texas Constitution to education was considered in the months of October and November (1924) only. The relation of the school to life was discussed only in the months of December (1924) and January (1925). The reader can easily pick out still other illustrations of this uneven distribution of publicity. This tendency may cause one to infer that the neglect of some items in certain months is due to the fact that the publicity efforts for the whole period are concentrated at the beginning and at the end of the period. But this does not completely explain the situation. Although November (1924) leads in publicity, some of the items were not mentioned in this month at all. Take, for example, the items of textbooks, junior colleges, the school enrollment, the relationship of the school to life, and others. These were not given any publicity during November. This leads one to conclude that, in the case of some items at least, the publicity material was given to the newspapers at a few times only, and was, therefore, not evenly distributed over the period. This would further explain why some items were not mentioned in certain months.

Another approach to the study of survey publicity is to consider its distribution by school levels. Table VII presents such a distribution. Like the distribution by school

levels of the general items of school publicity, described in the last chapter, this part of the study presents one significant limitation; namely, that more than one-half of the space was represented by items of such a general nature that they had to be placed in the "general" column and could not be classified otherwise. In fact, about two-thirds of the space given to the Survey is of this general classification. With such a distribution of space, the drawing of definite conclusions is somewhat limited.

It is interesting to note, however, that the other three levels,—the college, the high school, and the elementary school,—stand in the same order as they stood under general school publicity, the high school coming first, the college second, and the elementary school last. It will be remembered that, in the case of *The Dallas Morning News* for the year 1919, the college came first and the high school second. Although the high-school level is again emphasized most, the total amount of space given to it is not much greater than the total amount of space given to the college. The former received $360\frac{1}{2}$ column inches, and the latter $323\frac{1}{2}$. These figures indicate an almost equal emphasis on these two school levels. The emphasis on the elementary school is much less than that on either of the other two levels, this level receiving only 190 column inches of space.

Not only are the points of emphasis in the distribution of survey publicity for all newspapers similar to those in the distribution of general school publicity, but the points of emphasis for the large and the small papers taken separately are also similar for the two divisions of newspaper school publicity. Here, too, the large dailies reverse the order and place the college level first. In other words, the high-school level, under survey publicity, stands first because the small newspapers give it relatively much more space. Figures 27, 28, and 29 further illustrate the distribution of survey publicity by school levels.

FIGURE 27

Showing the Distribution, by School Levels, of Survey Publicity in All Newspapers

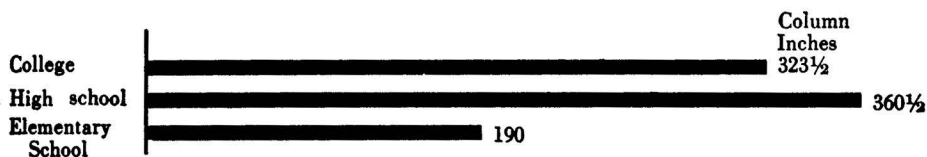


FIGURE 28

Showing the Distribution, by School Levels, of Survey Publicity in the Large Newspapers

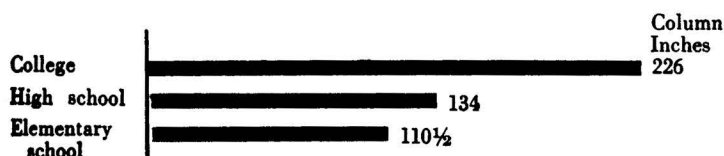
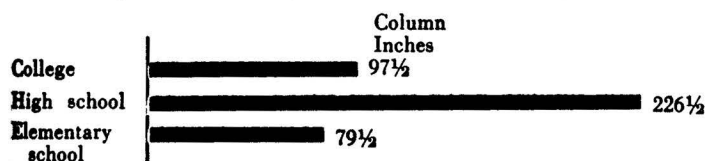


FIGURE 29

Showing the Distribution, by School Levels, of Survey Publicity in the Small Newspapers



These facts further confirm several inferences drawn in the last chapter. (1) Newspaper school publicity in Texas is now placing the greatest emphasis upon the high-school level, and the least emphasis upon the elementary school. (2) This order of emphasis holds for the small papers taken separately. (3) The large dailies place the greatest emphasis upon the college level. To state these inferences in other words: the college is the chief object of school publicity for the large dailies, the high school for the small newspapers, while the elementary school occupies a minor position with both sets of papers.

A word of explanation of the distribution of survey publicity by school levels is now in order. It was stated above that two-thirds of the space given to the Survey represented topics of such a general nature that it had to be

placed in the "general" column. The reason for this is not far to seek. The amount of space given to the Survey by the newspapers was very meager; this fact, and the fact that practically all subjects of the Survey received mention in the press would naturally make it necessary to couch most statements on the Survey in rather general terms.

In explaining the distribution of survey publicity for the other three school levels, it is well first to review once more the conclusions reached as to the distribution of general school publicity in *The Dallas News* and in all newspapers combined. It was shown that the large newspapers either cater to the college or that the college more clearly recognizes the value of, and need for, publicity, and finds the large daily its most effective medium to make its work and needs known to the public. It was also seen that, for the large dailies, certain items of publicity were considered of more importance under the college level than under the high-school level. The larger amount of space given by the small newspapers to the high school was explained by the fact that this set of papers gave much more space to the items of athletics and other student activities under the high-school level than under the college level, so that, with the exception of these two items, also the small newspapers placed emphasis upon more items under the college level than under the high-school level, and that the college has probably recognized more fully than the high school the value of school publicity. There was noted, however, a tendency to give an increasing amount of space to the high school, relatively speaking.

Do the explanations just enumerated also describe the nature of the distribution of survey publicity? Emphasis in this field, it will be recalled, was placed at the same points at which emphasis was placed in general school publicity. For the large dailies, it can still be said that the college recognizes more fully than the high school the value of publicity. It must be admitted, however, that most of the excess in space of the college over the high school is

due chiefly to the space given to some items which are peculiar to the college; mention need be made only of the item of the coördination of colleges, which received 83 column inches of space. It is also true that the large dailies considered certain more general items of more importance under the college level than under the high-school level. The following are examples: the recommendations of the Survey, the organization and administration of schools, the educational needs of the State, and school boards.

As to the small newspapers, an examination of Table VII will show that the greater emphasis this set of papers placed upon the high-school level was due altogether to a relatively large amount of space given to a few items; namely, courses of instruction, teachers, and junior high schools. In other words, excepting these three items, the small newspapers, too, gave more space to the college; and the general conclusion stated above—that the college is more conscious than the high school of the value of publicity—seems to hold also in the case of survey publicity. But it must again be stated that there is a tendency to give an increasing amount of space to the high school, the probable reasons for which were stated in the last chapter.

Further comparisons of Survey publicity with general school publicity.—In the discussion of survey publicity which has gone before, several comparisons with general school publicity have been made. It is in order now to direct the reader's attention to further comparisons between these two fields of newspaper school publicity. This discussion will again involve a consideration of the adequacy of survey publicity and also several other matters. Tables IV and VI will form the basis of the discussion that is to follow. The first table, it will be recalled, gives a monthly and topical distribution of general school publicity; the other table, a similar distribution of survey publicity. An explanation of the terminology of these tables has been given elsewhere and will not be repeated at this point.

From the preceding discussion the reader will already have gathered that the items of publicity of the two tables

do not coincide as a whole. Table IV contains a total of 68 items, while Table VI contains only 42 items; and, furthermore, not all of the items of the smaller table are found in the larger. This condition will limit the comparison that could otherwise be made between the data of the two tables. A few comparisons, however, are possible.

Table IV shows that 3024 column inches of space were given to the Survey by the newspapers of Texas for the seventeen-month period under consideration. This amount of space would not cover more than seventeen pages of a large daily paper. Table IV shows that, for the same period, 131,900½ column inches of space were given to the ordinary, or general, school publicity. This amount of space would cover about 733 pages of a typical daily paper. In other words, general school publicity received more than 43 times as much space as was given to the Survey. The amount of space given to the Survey would be still less, relatively speaking, if the data on general school publicity were absolutely complete. This incompleteness of data was explained fully in the last chapter.

In comparing the totals as they stand in the two tables, that is, 3024 column inches of space for survey publicity and 131,900½ column inches for general school publicity, this question again arises: Does such a proportion indicate that an adequate amount of space was given to the Survey? There are no objective standards for answering this question; but it does seem that, inasmuch as the Survey speaks of much that is of great significance to the future of education in Texas and inasmuch as the period under consideration is one of keen interest in the Survey, the amount of space given to the Survey is regrettably small.

The total amount of space given to the Survey was 1230 column inches for the large newspapers; for the small papers it was 1794 column inches. General school publicity, as Table IV shows, received 42,685 column inches from the large papers and 88,215½ column inches from the small ones. These figures indicate that the large dailies gave relatively more space to the Survey than to general school

publicity, and that the small papers placed relatively less emphasis on the Survey than on items of general and ordinary school publicity.

The average amount of space per month given to the Survey was about 178 column inches for the large and small papers taken together. For the large papers alone, it was 72.5 column inches, and for the small ones 105.5 column inches. These figures compare with averages per month for general school publicity of about 7758.8 column inches for all papers, of about 2510.9 column inches for the large newspapers, and of about 5247.9 for the small papers.

The average amount of space given to each item of survey publicity, as has already been pointed out, was 72 column inches for the seventeen-month period, or about 4.2 column inches per month. It has also been shown that of this monthly average of 4.2 column inches about 1.7 column inches were supplied by the large papers and 2.5 by the small ones. The average amount of space per item for general school publicity was about 1939.7 column inches, or about 114.1 column inches per item per month. Of these 114.1 column inches the large newspapers gave about 36.9 column inches, and the small papers about 77.2. These figures again show the meager attention given to the Survey, comparatively speaking at least.

It is interesting to note the total amount of space given to the same items appearing in both tables. It was stated above that the items of the two tables do not coincide as a whole. However, some of the items found in one table are also found in the other, and it is possible to make comparisons between these two similar sets of items. This is done in Table VIII below.

TABLE VIII

Space Given by the Newspapers of Texas to the Same Items under Survey
Publicity and under General Publicity

| Items of Publicity | Space in Column Inches under Survey Publicity | Space in Column Inches under General Publicity |
|---------------------------------|--|---|
| Buildings and grounds | 2 | 10,954 |
| Attendance | 2 | 1,906 |
| Textbooks | 29 | 1,049½ |
| Courses | 220½ | 4,257 |
| Organization and administration | 102 | 867 |
| Teachers | 347½ | 8,361½ |
| Salaries | 78½ | 973½ |
| School boards | 87 | 1,811½ |
| Enrollment | 9 | 3,434 |
| School publicity | 53½ | 546½ |
| Length of terms | 54½ | 155 |
| Establishment of districts | 60 | 53½ |
| Junior college | 44 | 567½ |
| Legislation | 119 | 1,030½ |
| Extension service | 2 | 217½ |
| Educational needs | 22 | 1,471 |
| Junior high school | 68½ | 214 |
| Consolidation | 2 | 643 |
| Equality of opportunity | 79 | 79½ |
| | | |
| Totals | 1,382 | 38,592 |

This table shows that there are nineteen items of publicity that appear in Table IV and also in Table VI. It is seen that under survey publicity the nineteen items received a total of 1382 column inches for the seventeen-month period and that under general school publicity they received 38,592 column inches. This gives an average of about 72 column inches per item under survey publicity, which is the

same as the general average for all items of survey publicity. On the other hand, the nineteen items received an average of about 2031 column inches under general school publicity, which is greater than the average for all items of general school publicity. The same items, then, it may be said received more space, relatively speaking, under general school publicity than under survey publicity.

The newspaper and the professional points of view.—In Table IX is given a comparison of the newspaper and the

TABLE IX
Comparison of Space Given by Newspapers with the Space Given by the Survey Report

| Items of Survey Publicity | Space, in Column Inches, Given by the Newspapers | | | Space, in Pages, Given by the Survey Report |
|---|--|--------------|-------|---|
| | Large Dailies | Small Papers | Total | |
| Publication and distribution of the survey report | 30 | 15 | 45 | |
| Teachers | 137 | 210½ | 347½ | 29 |
| Courses | 96 | 124½ | 220½ | 6½ |
| School publicity | 3 | 50½ | 53½ | |
| Legislation | 71 | 48 | 119 | 2 |
| History of the survey | 3½ | 6 | 9½ | 3 |
| Recommendations | 138½ | 122½ | 261 | 13½ |
| Completion of the survey | 15 | 7½ | 22½ | |
| Value and purpose of survey | 2 | 9½ | 11½ | 1½ |
| Constitution and education | 14 | 29 | 43 | |
| State board of education | 14 | 21 | 35 | 2 |
| Textbooks | | 29 | 29 | 3 |
| Rank of Texas in expenditures | 98 | 232½ | 330½ | 11½ |
| Achievement of pupils | 74½ | 52 | 126½ | 23½ |
| Junior colleges | 10½ | 33½ | 44 | 3 |
| Junior high schools | 14 | 54½ | 68½ | 1½ |
| Enrollment | | 9 | 9 | 2½ |
| Organization and administration | 87½ | 14½ | 102 | 10½ |
| State superintendent | 13 | 14 | 27 | 1 |

TABLE IX—(Continued)
Comparison of Space Given by Newspapers with the Space Given by the
Survey Report

| Items of Survey Publicity | Space, in Column Inches, Given by the Newspapers | | | Space, in Pages, Given by the Survey Report |
|---|---|-----------------|-------|--|
| | Large Dailies | Small Papers | Total | |
| Length of school terms | 4 | 50½ | 54½ | 11 |
| County superintendent | 61½ | 86 | 147½ | 7 |
| Educational needs | 22 | | 22 | |
| Location of teachers' colleges | 11 | 14½ | 25½ | ½ |
| Buildings and grounds | 2 | | 2 | 4 |
| Rate of property assessment | 28 | 146 | 174 | 5 |
| Apportionment of school funds | 8 | 67 | 75 | 28 |
| Attendance | 2 | | 2 | 4 |
| Coördination of colleges | 83 | 15½ | 98½ | 10½ |
| Establishment of school districts | 36½ | 23½ | 60 | 9½ |
| School boards | 45½ | 41½ | 87 | 8 |
| Extension service | 2 | | 2 | ½ |
| Plan of taxation | | 27 | 27 | ½ |
| Endorsements of survey by institutes | 15 | 17½ | 32½ | |
| Cost of survey | 3 | 1½ | 4½ | |
| Rural course of study | 26½ | 24½ | 51 | 5 |
| Personnel of survey commission and staff | 13½ | 3 | 16½ | ½ |
| Consolidation of schools | | 2 | 2 | 3½ |
| Equality of opportunity | 8 | 71 | 79 | 4 |
| Field work of the survey | | 1½ | 1½ | ½ |
| Salaries | 4 | 74½ | 78½ | |
| School and life | 24 | 44 | 68 | 2 |
| Negro education | 9 | | 9 | 10 |
| Organization of survey | | | | 3½ |
| Supervision of instruction | | | | 4 |
| School activities | | | | 1 |
| Non-English-speaking children | | | | 8 |
| Total | 1,230 | 1,794 | 3,024 | 244½ |

professional points of view in survey publicity. This is done by comparing the amount of space given to the various topics of the survey by the newspapers with the amount of space given to the same topics in the survey report. The amount of space given by the survey report which was written by professional school people, represents the professional point of view. As the table shows, the space given by the newspapers is expressed in column inches, while the space given by the survey report is given in pages. It was impossible to devise a similar and practicable measure for both. Volume VIII of the report, which is a summary of the whole report, was used in this comparison, because it was published and distributed much earlier than the remaining volumes and thus had a greater influence on publicity.

The totals are of interest first. The newspapers gave 3024 column inches of space to the Survey; the survey report gave 244½ pages to the various topics. This is an average of about 12.3 column inches per page, a condition which again attests to the meagerness of newspaper survey publicity in Texas. Of the 12.3 column inches per page, the large newspapers gave about 5 and the small ones about 7.3. Equal emphasis, then, means that all newspapers combined gave 12.3 column inches where the survey report gave one page, or that the large and the small papers gave 5 and 7.3 column inches, respectively, where the report gave one page.

On the basis of the relative amount of space, there are fifteen topics to which the newspapers gave more space than did the survey report. These topics are courses of instruction, the legislation instigated by the Survey, the recommendations of the Survey, the state board of education, the rank of Texas in expenditures, junior colleges, junior high schools, the state superintendent, the county superintendent, the location of teachers colleges, the rate of property assessment, a suggested plan of taxation, the personnel of the survey commission and staff, the matter of providing equality of educational opportunity, and the relationship of

the school to life. On the other hand, there are nineteen topics to each of which the survey report gave relatively more space,—teachers, the history of the Survey, value and purpose of the Survey, textbooks, the achievement of pupils, the school enrollment, the organization and administration of schools, the length of school terms, buildings and grounds, the apportionment of school funds, attendance, the co-ordination of colleges, the establishment of school districts, school boards, the extension service rendered by schools, the rural course of study, the consolidation of schools, the field work of the Survey, and the education of the negro. Furthermore, there are eight topics which the newspapers mentioned but which the survey report did not discuss as separate topics. These are the publication and distribution of the report, the publicity of survey findings, the completion of the Survey, the relationship of the Constitution to education, the general educational needs, endorsements of the Survey by institutes, the cost of the Survey, and teachers' salaries. Likewise, there are four topics discussed in the survey report which the newspapers did not mention at all,—the organization of the Survey, the supervision of instruction, school activities, and the provision made for non-English speaking children. Thus there are 23 topics to which the newspapers gave more space and also 23 to which the survey report gave more prominence, relatively speaking.

Does each of these two sets of topics represent, in any way, a special type of topics? The charge is often made that the newspaper shows a preference for the sensational rather than for the more significant and important things of life. Is this true in school publicity? Are the topics to which the newspapers gave more prominence the sensational and less significant ones? On the other hand, are the topics to which the survey report gave relatively more space the less sensational and more important ones?

Although school improvement ought to proceed as quietly as possible, nevertheless there are subjects which, because

of political, financial, and other reasons, easily assume sensational aspects. Those readers who are familiar with the recommendations of the Texas Survey, who are aware of the difficulties in the way of completing the Survey, and who have kept pace with educational thought and discussion in the State, will understand that the following eleven topics, taken from those emphasized relatively more by the newspapers, have important political and financial bearing and could, therefore, easily be given a startling setting: the legislation instigated by the Survey, the recommendations of the Survey, the appointment of the state board of education, the rank of Texas in expenditures, the appointment of the state superintendent, the selection of the county superintendent, the location of teachers colleges, the rate of property assessment, a proposed plan of taxation, the publication and distribution of the survey report, and the limitations upon education set by the Constitution. The other twelve topics stressed relatively more by the newspapers are such as have not been given, or would not ordinarily be given, a sensational turn. On the other hand, there are only five topics among those emphasized relatively more by the survey report,—textbooks, the apportionment of school funds, the coördination of colleges, the establishment of school districts, and the consolidation of schools—which would ordinarily seriously disturb the minds of the people. It seems, therefore, that the survey report, as a whole, placed more emphasis on the subjects that pertain to the quiet, every-day work of the schools. On the other hand, it seems that the press is more inclined than the professional group to give prominence to sensational topics.

The question as to which of the two sets of topics is the more important, is very difficult to answer. All of the topics are important. It is true that there are some which, for the future of education in Texas, are relatively less significant. For instance, among those to which the newspaper gave relatively more space may be mentioned the personnel of the survey commission and staff, the publication and distribution of the survey report, the completion

of the Survey, the endorsements of the Survey by institutes, and the cost of the Survey. Among those stressed relatively more by the survey report may be mentioned the history of the Survey, the value and purpose of the Survey, and the field work of the Survey. This, however, does not permit the inference that the newspapers were more inclined than the survey report to mention the relatively insignificant subjects. Probably the main reason why the survey report does not mention more of these relatively insignificant topics is that the nature of some of them excludes them from the report.

In the foregoing comparison of the newspaper and the professional points of view, no attempt was made to separate the publicity efforts of the large and the small newspapers. To make separate comparisons for the two sets of papers would not change the general conclusions. In other words, what has been said about the newspapers as a whole applies, in the main, also to each set of papers separately. This general inference, then, seems to be warranted: In discussing the various topics of the Survey, the newspapers were more inclined to emphasize possible sensational elements than were the professional school people. On the other hand, the professional group was more inclined than the press to place emphasis on those subjects dealing with the quiet, every-day work of the schools.

Summary of the chapter.—The following points summarize the survey publicity experiences in Texas.

(1) The newspaper is an important medium for giving publicity to the findings of educational surveys. For this reason, and for the reason that the ultimate success of the Texas Survey will depend upon the efforts made to inform the people regarding its findings, the writer included in this study an analysis of the survey publicity practices of Texas newspapers.

(2) The materials for this part of the study, like those of the last chapter, were obtained by subscribing to a newspaper clipping bureau. The study covers the survey publicity practices of Texas newspapers for the period beginning July, 1924, and ending November, 1925. In other

words, the period represents the seventeen months immediately following the completion of the Texas Survey.

(3) During this period the total amount of space given to the Survey by the newspapers of Texas was 3024 column inches. That this is a small and inadequate amount of space to be given to such an important movement is demonstrated by the following facts: (a) For the same period 131,900½ column inches of space were given to all other phases of school publicity, or more than 43 times as much as was given to the Survey. (b) The total amount of space given to the Survey would not cover more than seventeen pages of a typical daily paper. (c) The average amount of survey publicity per month was only 178 column inches, while the average amount of general school publicity was over 7758 column inches. (d) Each item of survey publicity received, on the average, only 72 column inches of space, while each item of general school publicity received more than 1939 column inches. (e) During three months the Survey received no publicity in the newspapers at all. (f) For every page in the summary volume of the survey report, the press gave only 12.3 column inches of space.

(4) The small newspapers led the large dailies in the total amount of space given, the small papers giving 1794 column inches and the large ones 1230. This emphasis by the small papers seems to indicate that some information of the survey findings was carried to all parts of the State.

(5) Survey publicity represented a total of 42 items, while general publicity included 68 items.

(6) In addition to the three months (July, 1924, and April and May, 1925) in which the Survey received no mention in the newspapers at all, there were two other months (February and July, 1925) in which the Survey received no publicity in the small papers. These, however, were months in which very little space was given by the large papers.

(7) Survey publicity was decidedly concentrated near the beginning, and slightly concentrated at the close, of the period. The probable reasons for this distribution of space were given above.

(8) The small newspapers seem to have *trailed* the large ones in survey publicity; *i. e.*, an increase or a decrease in space for the large papers is apparently reflected in the small papers the following month.

(9) There is a great variation in the amount of space given to the various items of survey publicity, the range being from $1\frac{1}{2}$ to $347\frac{1}{2}$ column inches. Using the average amount of space per item, or 72 column inches, as a basis for comparison, there were, among the 42 items, 13 that were of the average or above the average in the amount of space given to each, and 29 below the average in this respect.

(10) As a whole, the large and the small papers placed emphasis on the same topics. Several exceptions, however, were noted.

(11) The space given to the various items was not evenly distributed over the period. Some topics were stressed in one month and barely mentioned or omitted altogether in others.

(12) As in the case of general school publicity, it was found that the school levels stand in the following order from highest to lowest in the amount of space received: the high school, the college, and the elementary school. This order holds for the small newspapers taken separately; the large dailies, on the other hand, placed the college first, thus showing that the high-school level stands first in total because the small newspaper gave it relatively more space. These facts further confirm an inference drawn in preceding chapters: the college is the chief object of school publicity for the large dailies, the high school for the small newspapers, while the elementary school occupies a minor position with both sets of papers.

(13) Two-thirds of the space given to the Survey was of such a general nature that it could not be classified under the three school levels mentioned above, and had to be placed in a "general" column. The general nature of survey publicity can, in the main, be explained by two conditions: (a) The total amount of space given to the Survey was very meager. (b) Practically all subjects of the Survey

received mention in the press, thus making general statements more necessary.

(14) The distribution of space among the other three levels was explained in different terms. The large daily either caters to the college, or the college recognizes more fully than other school levels the value of, and need for, publicity, and finds the large daily its most effective medium for making its work and needs known to the public. The greater emphasis placed by the small newspapers upon the high-school level, on the other hand, was due altogether to a relatively large amount of space given to a few items. It was seen, however, that there is a tendency to give an increasing amount of space to the high school.

(15) The large dailies gave relatively more space to the Survey and less to the items of general school interest, while the small newspapers placed relatively less emphasis on survey publicity and more on general school publicity.

(16) The same items received more space, relatively speaking, under general school publicity than under survey publicity.

(17) In discussing the various topics of the Survey, the press was more inclined than the profesisonal school people to emphasize possible sensational elements. On the other hand, the professional group was more inclined than the newspapers to place emphasis on those subjects dealing with the quiet, every-day work of the schools.

CHAPTER V

GENERAL SUMMARY AND CONCLUSIONS

Purpose of the chapter.—The purpose of this chapter is to summarize the important findings of this study and to state the conclusions and inferences to which they seem to point. This discussion will be organized under the following headings: (1) the adequacy of present-day newspaper school publicity, (2) the distribution of publicity by newspaper departments, (3) the topical distribution of publicity, (4) the distribution of space by school levels, (5) the monthly and seasonal distribution of space, (6) a comparison of publicity practices of large and small newspapers, (7) the locus of initiative in newspaper school publicity, and (8) the professional *versus* the newspaper point of view.

Before proceeding with the summary, the reader's attention is again called to a classification of newspaper school publicity made in this study. There was one body of materials which was referred to as "survey publicity," and there was another collection of data which, for the want of a better term, was called "general school publicity." An understanding of the meaning of the two terms, as used in this work, is important. By "survey publicity" was meant the newspaper discussion which dealt with the recent Educational Survey in Texas; by "general school publicity," on the other hand, was meant the newspaper publicity which dealt with items of school interest other than Survey matters. This distinction between the two phases of newspaper school publicity should again be kept in mind in reading this chapter.

It is also necessary to repeat that the data on general school publicity are incomplete. This incompleteness affects somewhat the absolute amount of space received by an item of school interest or by a particular school level under this phase of school publicity. But the incompleteness of

data, with the exception of a few items, seems to be general; this condition makes the data fairly representative, and the various comparisons which are made do not lose their significance.

Adequacy of present-day newspaper school publicity.—*The Dallas Morning News*, for the year 1919, gave a total of 24,216½ column inches of space to the schools. All Texas newspapers gave 131,900½ column inches of space to general school publicity, and 3024 column inches to the Texas Survey, for a period of seventeen months. The data for the *News* are complete and include also the space given to paid advertising, which was excluded from the other totals.

The data on general school publicity are incomplete. The space given to this subject would, however, cover about 733 pages of a large daily paper. It represents an average of 7758.8 column inches of space per month, an average of 1939.7 column inches per item for the whole period, or an average of 114.1 column inches per item per month.

The amount of space given to the Survey during the seventeen-month period, as stated above, was 3024 column inches. This is less than one-forty-third as much space as was given by the newspapers to general school publicity for the same period. The space given to the Survey, furthermore, would not cover more than seventeen pages of a large daily newspaper. It represents an average of only about 72 column inches per item for the whole period, or about 4.2 column inches per item per month. For three months out of the seventeen, the Survey received no mention in the newspapers at all, and for two other months it was not mentioned by the small newspapers. Finally, for every page in the summmary volume of the survey report, the press gave only 12.3 column inches of space.

The real test of the adequacy of newspaper school publicity would be the effect such publicity has had upon the public. But it is impossible to determine just how much influence the newspapers are having in molding educational thinking in Texas, for there are other means besides the press through which school information reaches the people.

The state of educational progress in Texas would indicate however, that the public is not yet being thoroughly informed about its schools.

The foregoing summary suggests the following statements:—

(1) The amount of space given to the schools by the newspapers of Texas seems large in total; more complete data would only strengthen this impression.

(2) The state of educational progress in Texas does not indicate that school publicity of any sort has been overdone.

(3) The newspaper publicity given to the Texas Educational Survey was very meager.

Distribution of publicity by newspaper departments.—The study of the distribution of school publicity by newspaper departments was confined to the publicity activities of *The Dallas News* for the year 1919. The news columns of this paper gave 15,047½ column inches of space to the schools for that year; the advertising sections, 8574½ column inches; and the editorial columns, 594½ column inches.

These figures suggest the following statements:—

(1) The great bulk of present-day newspaper school publicity is accomplished through the news columns, and a very small amount, relatively speaking, through the editorial columns. The advertising sections occupy a middle ground.

(2) The emphasis on the news columns is probably as it should be. It does not seem necessary for the public school to resort to expensive advertising in order to make its work and needs known to the public. The story of the public school will probably be more widely read and have more influence if it appears in the form of news.

Topical distribution of space.—The news columns of the *Dallas News* gave publicity to 38 different items of school interest. Out of a total of 15,047½ column inches, this department of the *News* gave 9416 column inches to six items; namely, student activities, athletics, buildings and grounds, courses of instruction, the opening and closing of schools, and teachers. The emphasis on athletics clearly stands out,

this item receiving $3167\frac{1}{2}$ column inches. On the other hand, the 30 items standing lowest received a total of only $3067\frac{1}{2}$ column inches. There are, among these 38 items, eleven that received less than 40 column inches of space. On the basis of the average amount of space per item, or 396 column inches, four-fifths of all the items stand below the average in the amount of space received.

The advertising sections of the *Dallas News* also present an unequal topical distribution of space. This department of the paper mentioned four different items, to which a total of $8574\frac{1}{2}$ column inches of space was given. Out of this total, courses of instruction received 8359 column inches, thus showing that the amount of space given to the other three items was negligible.

The same unequal emphasis upon school topics is again in evidence in the editorial columns of the *Dallas News*. This department of the paper mentioned 26 different items of school interest, to which a total of $594\frac{1}{2}$ column inches of space was given. Of this total, the item of teachers' salaries received $153\frac{1}{2}$ column inches, or more than one-fourth of the whole amount. The three items—teachers' salaries, courses of instruction, and school bonds—received nearly one-half of the total amount of space given to the 26 items. The average amount of space per item is about 23 column inches; on this basis, 18 of the 26 items are below the average.

A very unequal topical distribution of space was also evident in general school publicity. To this phase of newspaper school publicity, a total of $131,900\frac{1}{2}$ column inches of space was given. Here the emphasis upon four topics stood out in particular; namely, school activities, with 14,723 column inches; athletics, with 13,188; buildings and grounds, with 10,954; and the opening and closing of schools, with $10,178\frac{1}{2}$ column inches of space. The average amount of space per item is only about 1939 column inches. On the other hand, 26 of the 68 items received less than 500 column inches of space each. On the basis of the average amount of space per item, there were 15 items of

the average or above the average, and 53 below the average in this respect.

The news and editorial columns of the *Dallas News* mentioned 45 different items for the year 1919; all Texas newspapers mentioned 68 for the later period. The amount of space given to these 23 additional topics suggested that they were mentioned by a large number of different newspapers. The 45 topics of the *Dallas News* appear almost without exception among the 68 items of all newspapers.

The items of survey publicity were also very unequally emphasized. The topical distribution ranges from $1\frac{1}{2}$ column inches for the field work of the Survey to $347\frac{1}{2}$ column inches for the teachers. Besides the teachers, other leading items were the rank of Texas in school expenditures, the general recommendations of the Survey, and courses of instruction. Of the 42 items of survey publicity, 22 received 50 or less than 50 column inches of space each; the nine leading items each received more than 100 column inches of space. The average amount of space per item was about 72 column inches; on this basis, 13 topics were of the average or above, and 29 below. Teachers and the rank of Texas in school expenditures together received more than one-fifth of the total amount of space.

There were 19 items which appeared both under general school publicity and under survey publicity. These common items received 1382 column inches of space under survey publicity and 38,592 under general school publicity. This represents an average of about 72 column inches per item under survey publicity, which is the same as the general average for all items of survey publicity; and an average of about 2031 column inches under general school publicity, which is greater than the general average for all items of general school publicity.

The summary presented in this section points to the following inferences and conclusions.

(1) Newspaper school publicity places a very unequal emphasis upon the various items it covers.

(2) Newspaper school publicity is today concentrated upon a few topics.

(3) Most of the topics upon which publicity was concentrated are important, and probably represent an over-emphasis relatively speaking only.

(4) The concentration of publicity upon athletics and other extra-curricular activities clearly stands out, and represents perhaps an actual over-emphasis on these topics.

(5) Paid advertising is confining its efforts mainly to the most important features of school work; namely, to courses of instruction.

(6) This emphasis on the item of courses is probably as it should be; advertising is expensive, and the chief stress should be upon the most important feature of the school's work.

(7) The press continues to carry topics of school interest once mentioned by it, unless they are of temporary significance only.

(8) Newspaper school publicity seems to be becoming more extensive by increasing the number of topics it covers.

(9) On the basis of the general average for all items in each of the two fields of publicity, the same items received more space, relatively speaking, under general school publicity than under survey publicity.

Distribution of space by school levels.—The news columns of the *Dallas News* gave 7776½ column inches, or nearly one-half of the total space given by this paper, to the college level. The high school and the elementary school came second and third, receiving 1395 and 575½ column inches, respectively; and the kindergarten came last, with 123 column inches of space. The advertising sections of the *Dallas News* gave nearly one-half of the total space to the college. Nearly all of the remaining space went to business and military schools. The high school and the elementary school, on the other hand, were practically neglected altogether.

In the editorial columns of the *Dallas News*, with the exception of the "general" column, the college again stood

first; the high school and elementary school came second and third, respectively.

All Texas newspapers, under general school publicity, gave the college 19,547½ column inches of space; the high school, 25,718; and the elementary school, 3447 column inches of space. The high school here took first rank. The amount of space given to the elementary school was again very meager. This order of school levels for all newspapers was observed by the small newspapers taken separately, but for the large dailies the order is the same as that of the *Dallas News*; namely, the college coming first and the high school second. The large dailies seem to have considered some items of more importance under the college level than under the other school levels. The small papers gave much more space to athletics and other student activities under the high school than under the college level. Excepting these two items, the chief emphasis of the small papers was also upon the college.

Most of the space given to the Survey, because the total amount of space was very small, and because the space was distributed among a great many topics, was of a very general nature and had to be so classified. For the remainder of the space, it was found that the order of importance of the school levels was the same as under general school publicity; namely, the high school first, the college second, and the elementary school third. But here, too, the total amount of space for the high school was not much greater than that for the college; the elementary school, however, again occupied a very minor position. The order of importance of school levels for the large and the small newspapers taken separately was also found to be similar to the practices of these two sets of papers under general school publicity. Here, too, the large dailies placed the college first, while the small papers placed the high school first. In other words, the high school again stands first because the small newspapers gave it relatively more space.

Certain general statements are warranted by the summary just concluded.

(1) There is a considerable lack of proportion in the amount of space given by Texas newspapers to the several school levels.

(2) Newspaper school publicity is now placing the greatest emphasis on the high school and the least emphasis on the elementary school. This order is also observed by the small newspapers taken separately. The large dailies, however, place the greatest emphasis upon the college.

(3) There seems to be a tendency for the press to give an increasing amount of space, comparatively speaking, to the high school.

(4) The college recognizes more fully than other school levels, the value of, and need for, publicity, and finds the large daily the most effective instrument through which to make its needs and wants known to the people.

(5) The story of the public high school and the public elementary school will probably find adequate expression in the news columns of the press; such schools probably need not resort to expensive advertising, especially since they have a monopoly, so to speak, on education in their respective fields in each locality.

(6) The large daily newspaper either caters to college news or finds certain items of school interest of more importance under the college than under other school levels. The small newspaper, on the other hand, either caters to high-school news or considers certain items, particularly extra-curricular activities, of greater importance under the high-school level.

(7) Newspaper survey publicity in Texas, because the total amount of space was very small and was distributed among a large number of topics, was of a very general nature.

Monthly and seasonal distribution of space.—In the case of the *Dallas News*, school publicity was not evenly distributed over the school year, but was concentrated at or near the beginning and end of the school year.

A similar uneven distribution of space was noted for general school publicity for the period covered. It was found that the publicity efforts were slightly concentrated

near the beginning of the period and decidedly concentrated at the close of the period. This concentration of publicity was explained in several ways. (1) The greatest amount of publicity occurs at or near the beginning and close of the school year. (2) The data on general school publicity are especially incomplete for a few prominent items at the beginning of the period. (3) There is probably a natural increase in the amount of space given to the schools from year to year. (4) The Survey was given more space at the beginning of the period; this may have lessened the amount of space available for other purposes.

This uneven distribution of space for general school publicity as a whole would, as a natural consequence, also hold for the space given to many separate items. Some items were neglected altogether in some months; others received a larger amount of space in some months than in others. Most of the items that were altogether neglected in some months, usually, however, received a relatively small amount of space or were of periodic importance only.

Three factors were mentioned in explanation of the concentration of newspaper school publicity at the beginning and close of the school year. (1) There is a large amount of publicity incident to getting the work of the school year under way, and also to closing it out. (2) Newspapers not only find more material for news at these periods, but probably better material also. (3) School officials are probably not fully aware of the value of publicity at other periods, or give little thought to the matter at other times.

A very uneven seasonal monthly distribution of space was also noted for newspaper survey publicity. There was a complete absence of survey publicity in the months of July, 1924, and April and May, 1925. In two months also (February and July, 1925) the Survey received no mention in the small newspapers. In general, it may be said that the survey publicity efforts of Texas newspapers were decidedly concentrated near the beginning of the period, and slightly concentrated at the close of the period. Several reasons were given for this uneven distribution of space.

(1) The chief period in the publicity of survey findings came after the completion of the field work of the Survey (in July, 1924); so one would naturally expect publicity to reach a high point within a few months. (2) A delay in the publication of the report, together with efforts to stop publicity until after the publication of the report, caused publicity to drop off during the middle of the period. (3) The appearance of the published report of the Survey caused a renewal of publicity. (4) The more rapid increase in publicity near the close of the period was due to the attention given to the Survey by teachers' institutes.

The general trend of survey publicity would naturally be reflected in the distribution of space for certain items taken separately. Some items were greatly stressed in one month and barely mentioned, or not at all mentioned, in others. It was pointed out that this was due partly to the fact that publicity was concentrated at certain periods, and partly to the fact that the material for many items was given out at certain periods only.

The foregoing summary of the monthly and seasonal distribution of newspaper school publicity can be generalized as follows:—

(1) Newspaper school publicity is concentrated at or near the beginning and close of the school year. The probable reasons for this condition were given above.

(2) General school publicity, for the period from July, 1924, to November, 1925, was slightly concentrated near the beginning of the period and decidedly concentrated near the close of the period. On the other hand, survey publicity, for the same period, was decidedly concentrated near the beginning and slightly concentrated near the close of the period. The probable reasons for this distribution of space were summarized above.

(3) Some items of general school publicity, as well as some topics of survey publicity, were very unequally emphasized from month to month. This condition was also explained above.

A comparison of publicity practices of large and small newspapers.—Under general school publicity, the large

dailies gave 42,685 column inches of space; the small papers, 89,215½ column inches. To determine whether this distribution of space is in the right proportion, one would need to know the proportion of people that reads each set of papers. It would be impossible to determine this accurately. The large amount of space given by the small papers shows, however, that the story of the schools is carried, not only to the cities, but also to the smaller towns and to the rural communities.

The proportion of space indicated above held fairly well for the separate items of publicity, but there were some exceptions, as was shown in Chapter III. Most of the items which received relatively more space from the small newspapers represented problems more or less peculiar to the smaller towns and rural communities. Likewise, most of the items which received relatively more space from the large dailies represented problems that were more or less peculiar to the city.

Occasionally the large newspapers omitted an item during a month in which the same item received mention in the small papers, and *vice versa*. This was explained by the fact that the total amount of space received by such items was usually very small.

Under survey publicity, the large dailies gave 1230 column inches of space, and the small papers 1794 column inches. To determine whether this distribution of space is in the right proportion, it would again be necessary to know the proportion of people that reads each set of papers. It is noteworthy, however, that the small newspapers gave a relatively large amount of the total space, for it shows that some information of the Survey also reached the people of the rural sections of the State.

There is evidence to show that the small newspapers *trailed* the large dailies in survey publicity. Two illustrations will make this clear. The month of November, 1924, was found to be the banner month for the large dailies, while the following month (December, 1924) was the leading month for the small papers. Again, at the close of the

period, September, 1925, was the leading month for the large dailies, and October for the small ones.

A few items of survey publicity received mention in the small newspapers but not in the large dailies, and *vice versa*. Such items, however, were ones to which very little space was given.

As a whole, the two sets of papers, under survey publicity, placed somewhat equal emphasis on the same topics, but, as in the case of general school publicity, there were some exceptions. However, most of the topics to which the small papers gave relatively more space represent problems which are probably more urgent in rural localities at the present time. Likewise, the few topics to which the large papers gave relatively more space usually represent problems that are of greater prominence in the larger cities.

The foregoing summary will uphold the following statements.

(1) The story of the schools today not only reaches the people of the cities, but also the population of the smaller towns and rural communities.

(2) The newspaper is giving especial attention to the school problems of the section it serves.

(3) As a rule, the large and the small newspapers place emphasis on the same school topics.

(4) The meager story of the Survey was carried to the rural communities as well as to the cities and towns.

(5) The small newspapers *trailed* the large dailies in survey publicity.

(6) The large dailies gave relatively more space to the Survey and relatively less to general school publicity, while the small newspapers gave relatively less to the Survey and more to general school publicity.

The locus of initiative in newspaper school publicity.—The study of the *Dallas News* showed that most of the school publicity was accomplished through the news columns, and very little through the advertising and editorial columns. The study of general school publicity in Texas also suggested that the great bulk of such publicity was accomplished through the news columns of the press. As

already stated elsewhere in this summary, newspaper school publicity is at present very unevenly distributed over the school year. Moreover, the foregoing discussion has shown that undue prominence is now given to the extra-curricular activities of the school.

The foregoing statements lead to the following general inferences:—

(1) It is today chiefly the newspaper, rather than the school, that is taking the initiative in school publicity.

(2) If school officials were to take the initiative in school publicity, one would expect to find a better distribution of publicity efforts among the various items of school interest, and a more even distribution of space over the school year.

The professional and the newspaper points of view.—Two different points of view with respect to school publicity were discussed in the last chapter,—one the professional point of view and the other the newspaper point of view. The former is represented in the amount of space given by the survey report to the various topics of the Survey; the latter, in the amount of space given by the newspapers to the same topics.

It will be recalled that the newspapers gave 3024 column inches of space to the Survey, and that the summary volume of the report contains 244½ pages. This represents an average of about 12.3 column inches per page. On this basis, there were 23 topics to which the press gave relatively more space and also 23 to which the survey report gave relatively more space. The 23 topics emphasized relatively more by the press included most of the items that might easily be given a sensational setting, while those emphasized relatively more by the survey report included most of the topics that pertain to the quiet, every-day work of the schools.

On the basis of this summary, the following general statements can be made:—

(1) The professional group is just as likely to give great prominence to certain school matters as are the newspapers.

(2) The professional group is more inclined than the newspapers to give emphasis to the topics which pertain to the quiet, every-day work of the schools; the press, on the other hand, is more inclined than the professional group to give prominence to possibly sensational school matters.

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